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ABSTRACT

The 198 teacher centers listed in this directory comprise a network of teacher center practitioners who communicate with the Teachers' Centers Exchange (Far West Laboratory for Educational Research and Development, San Francisco, California). Centers in the United States and Canada are listed alphabetically by state. Information on each center includes: the name of the director, hours of operation, program description, evaluation methods, resources, staff personnel, setting, participants, fees and academic credits, school/college affiliation, sources of financial support, decision making processes, origin, and information services offered by the center. (JD)

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Teachers' Centers Exchange Directory

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Barbara Piper

1982

SP 020 128

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, California 94103

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NOTE TO READERS

The Teachers' Centers Exchange has published three directories of teachers' centers as a way of making visible the network of teachers' center practitioners who were in communication with the Exchange. The directories also were designed to assist people with a strong interest in teachers' centers to sample the variety of practice that exists in America, to communicate with each other, and to visit centers. Our new edition, replacing the 1980 directory, has the same purposes. In emphasizing that the directory is a representation of the network of teachers' centers, we intend to make clear that the book does not list all American teachers' centers but only those that are in touch with the Exchange for information and interchange of experience and help.

The Exchange is supported by the Educational Policy and Oranization Program of the National Institute of Education as an experiment in the use of an informal, interactive network to spread innovative practices and to enable mutual sharing and support among educators. The Exchange opened at the Far West Laboratory for Educational Research and Development, San Francisco, in 1975 as a means of strengthening and stretching the natural communications network operating among the "grassroots" teachers' centers that sprang up in the United States in the late 60s and early 70s. The spontaneous, self-initiated communications across that network were based on commonalities of belief and practice that made it possible for educators of scant acquaintance from widely separated settings to inquire from, learn from, and reinforce each other. Several of the commonly held purposes of these centers were as follows:

- Teachers' centers respond to teachers' own definitions of their continuing learning needs by offering assistance and instruction that help teachers enrich and activate the learning experience of children in their classrooms.
- Centers provide an environment where teachers may come to work on materials or projects for their classrooms, receive instruction individually and together, and teach and encourage each other.
- Centers advise and assist teachers in their schools, working in the spirit of finding the teachers' own starting points for improvement.
- Centers urge teachers to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; they encourage teachers to participate in the design of professional development programs.

In 1982, these commonalities still apply to and undergird a much wider and more eclectic network of teachers' centers, incorporating many of the original as well as dozens of new centers that have been formed in the past seven years.

If the reader practices or envisions similar approaches to inservice education, the directory may be useful in locating inspiration, information, and technical assistance. All 198 entries in the directory are written to a common format. This is intended to help readers make comparisons and select ideas rather than to adopt whole "models." This format tends to shape all programs toward a common mode, but there are entries that are not typical teachers' centers. These are included because they are valuable resources for centers or suggest programming innovations and because they participate in the network.

There is a wide variety among centers: some are full-fledged and long-experienced, others have barely begun; some are comprehensive inservice schemes, but most are focused programs aiming to serve a defined and limited group of teachers or to function as an alternative form of inservice. Some of the centers described here are for teachers only, others define "teachers" as parents, community people, or anyone from whom children learn. Some are amply funded, but many struggle to survive. The sources of support are also varied. Sponsorship of the centers is by school district; independent; consortium of several districts, sometimes joined by colleges, universities, or other agencies; county office of education or intermediate service district; cooperative arrangement between a school district and a college or university; a single college or university; or the US Department of Education Teacher Centers Program (of the 36 centers that were not refunded by the federal Teacher Centers Program after their three-year funding commitment expired, 32 are still operating).

Appearance in this directory does not validate a teachers' center as a successful or replicable program. Rather, it indicates the center's self-definition as a participant in the teachers' center movement and the Exchange staff's judgment that the program described can stimulate and energize readers--not to copy or adopt a particular teachers' center model--but to improvise, adapt, and invent their own. Readers should decide to visit a center on the basis of correspondence or conversation with the center staff, not solely on the basis of the directory description. Omission from the directory is not intended to imply that a center is not genuine or worthy; it simply means that it was not in substantive communication with the Exchange at the time of writing. As the title indicates, this is a directory of the Teachers' Centers Exchange.

For more information and reference to consultants on all aspects of teachers' center work, readers are invited to write or phone the Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103, (415) 565-3095. The Exchange also maintains two East Coast offices: Lorraine Keeney, Grange Avenue, Little Compton, Rhode Island 02837, (401) 635-4817; Gretchen Thomas, PO Box 1047, Amston, Connecticut 06231, (203) 537-1306.

Kathleen Devaney
March 1982

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We owe thanks to teachers' centers staff, who carry out the local programs supporting teachers' professional growth, who share their information and expertise with others in the network of teachers' centers, and who provided the descriptions of their centers included in this volume.

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Barbara Piper
March 1982

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MONTGOMERY TEACHER CENTER

515 SOUTH UNION STREET
MONTGOMERY, ALABAMA 36104

(205) 269-5054; 264-1055

DIRECTOR: Charlscia K. Elrod

HOURS: Monday through Friday, 8-5; open later hours by request and weekends for workshops. Open all year.

PROGRAM: The center encourages master teachers with expertise in special areas to give instruction in identified areas of need. Classroom teachers work on formulating goals and objectives (for themselves, their students, or for whole faculties) and designing appropriate instructional materials and activities. The center is organized so that as concerns of teachers change, teacher center activities can be modified accordingly.

The center functions according to the premise that the teacher is key to the final success of any program. It fosters differentiated instruction through materials and methods designed and selected by teachers to meet individual needs, and guidance provided by master teachers and consultants.

The center holds afternoon and Saturday workshops in basic skills (reading, mathematics, grammar, and composition) and is developing learning modules for these areas. Additional activities and workshops are offered in areas of concern and need as expressed by teachers on surveys. Mini-awards are available for teachers to pursue projects. The center has proposed a program for delivering inservice to schools and homes via the local cable educational access channel. The center is open for drop-in use of materials, equipment, library or teacher-made instructional materials.

EVALUATION: Each center activity is evaluated using a simple form ("I liked..." "Suggestions for next time...").

RESOURCES: The workroom houses a xerox copier free for teachers' use. They must furnish paper. Copy time limited to 10 originals per afternoon. Also a laminator, spirit duplicator, mimeograph, thermal transparency maker, IBM Selectric typewriters. Materials available are glue, scissors, markers. Some consumables (posterboard, sentence strips) are furnished for teachers who drop in to work after school.

STAFF: Full-time: Charlscia K. Elrod, director; Kitty Stasyszyn, secretary; Priscilla Duncan, teacher aide. Scott Wesson, Teri Winston, Loren Parker, part-time media aides (high school or college students who work an average of 10 hours per week at the center--operate equipment, custodial chores, assist with workshops).

SETTING: Second floor of old school building, located near downtown Montgomery. Space is two former classrooms, auditorium, stage, kitchen, large storage room, and two conference rooms.

PARTICIPATION: K-12 public and non-public teachers (2300) in Montgomery County attend on their own time. Center is open to all visitors--college students, parents, community. Administrators are invited to nearly all activities and some do participate.

Sixty days of release time are allocated in center budget. These days are used by group leaders who are preparing for workshops, by policy board members who must travel, and by teachers particpating in workshops.

FEES AND CREDIT: No fees. Teachers receive stipends as an incentive for attending some workshops. Equivalency credit is given for some workshops. College credit is available for summer workshops.

AFFILIATION: MTC is a part of the Montgomery Public School District, a single-county district with 35,000 students and 1900 teachers.

SUPPORT: The center is funded by the US Department of Education (formerly USOE) Teacher Centers Program; salaries are a part of that budget. Montgomery Public School System furnishes the building, utilities, furnishings, some equipment, and custodial services.

DECISION MAKING: A formal policy board of 17 members, the majority of whom are classroom teachers. The whole board acts as a committee and makes decisions together, with the center director. The teacher center director (with the approval of the policy board) is hired by the personnel director for Montgomery Public Schools.

ORIGIN: MTC started in 1978 with federal teacher center funding. The idea for the center was presented to the school district by the local teachers' professional organization, and the process for applying for federal funding was then initiated.

INFORMATION: Calendar (monthly), brochures, newsletter, workshop announcements; slide/tape.

NORTHWEST ARCTIC TEACHER CENTER

NORTHWEST ARCTIC SCHOOL DISTRICT
PO BOX 51
KOTZEBUE, ALASKA 99752

(907) 442-3175

DIRECTOR: Helen Squicciarini

HOURS: Monday through Friday, 8-4:30.

PROGRAM: The Teacher Center of the Northwest Arctic School District is for teachers, teacher aides, and Inupiaq Instructors needing assistance for their various educational programs. The types of assistance available are:

On-site assistance: If a teacher needs help with a program, textbook, class, or whatever, the teacher center can help. If it involves travel (this year only in-district travel is available) the teacher center has funds for educators to observe instruction at other district schools, as well as funds for a substitute while away from their site. For example, a teacher from Kotzebue traveled to Selawik to provide additional training in the Distar method of instruction.

Mini-grants: Mini-grants provide ways for staff to develop a small, special project. There is a $400 ceiling for materials and release time to pilot, supplement, or develop an idea. This past year, an Inupiaq instructor received a mini-grant to enlarge photographs of community Elders for both classroom and public display. Other sites received mini-grants for: Polaroid film to supplement the language arts and social studies curriculum with color photographs; a student-run video project; assistance in developing cross-country ski trails; and a professional library for teachers, aides, and Inupiaq instructors.

Grade level/subject area seminars: A group of teachers, aides, or Inupiaq instructors with common needs may organize through the center seminars to discuss problems and successes. Funds also include travel to the host school site, as well as substitute reimbursement. This past year, art teachers met and discussed ideas and projects, and math teachers addressed "scope and sequence" development on the secondary level.

EVALUATION: After workshops, participants fill out evaluation forms. The center is working with the Northwest Cluster of the Teacher Centers Program to evaluate the center.

RESOURCES: Professional library. A rotating "box of goodies" makes materials available to the villages for two week periods.

STAFF: Helen Squicciarini, director; Vel Masheldom, secretary.

SETTING: The center serves one school district that spans 36,000 miles and 11 communities in an area north of the Arctic Circle in Alaska.

PARTICIPATION: Teachers, K-12, and aides from Northwest Arctic School District. Services are also available to community members. Teachers in the villages are released by their principals to catch the plane to fly to Kotzebue or Anchorage for workshops.

FEES AND CREDIT: No fees. (call about credit)

AFFILIATION: Northwest Arctic School District.

SUPPORT: Grant from the US Department of Education (formerly USOE) Teacher Centers Program. Northwest Arctic School District provides housing, office equipment, and extra monies.

DECISION MAKING: A steering committee of seven (four teachers, two district office representatives, and one representative from Chukchi Community College) makes recommendations to the director.

ORIGIN: The idea for a teacher center was first brought to the superintendent's attention by Helen Roberts, president of the local teachers' association. She and several teachers wrote a proposal to the federal Teacher Centers Program, and the center was funded in October 1978. A director was hired in December 1978.

INFORMATION: Monthly newsletter; brochure.

HOT SPRINGS TEACHER CENTER

1111 SPRING STREET
HOT SPRINGS, ARKANSAS 71901

(501) 623-7421

DIRECTOR: Bill Nipper

HOURS: Monday and Wednesday, 8:15-5; Tuesday and Thursday, 8:15-6:30; Friday, 8:15-3:30. Summer hours: Monday through Friday, 8:30-4:30.

PROGRAM: Hot Springs Teacher Center provides an environment where teachers can work on materials or projects for their classroom, develop and revise curriculum, and make decisions regarding their professional development. After-school, evening, and weekend workshops, such as "Classroom Management," "Advanced Child Growth and Development," "School Law," and "Public Speaking" are offered in areas of interest and need indicated by teachers on survey forms. Graduate courses requested by teachers to maintain professional standards are also offered. The center is used by teachers for meetings and as a place to drop in for consultation and conversation.

EVALUATION: Participants in scheduled activities are asked to fill out and return a feedback form.

RESOURCES: Media-materials center well stocked with various types of reproduction equipment; recycle center with scrap material from businesses. Professional library with educational magazines and a resource lending library that includes prints and make-and-take learning activity patterns. Triwall cardboard, cardboard carpentry tools, paint, and other materials to finish projects for the classroom. Three large classroom/meeting rooms; small conference room; small, cozy reading room; three small coffee areas; large kitchen; spacious halls; and a small auditorium that can be converted into several meeting areas.

STAFF: Bill Nipper, part-time director; Janice Weige, part-time secretary.

SETTING: The center is housed in a large, roomy school on the eastern edge of the city about four blocks from the administrative offices. Hot Springs is an all-year health and pleasure resort of about 35,000.

PARTICIPATION: Primarily elementary and secondary school teachers from public schools in District #6. Also parents, administrators and community members. High school students serve as volunteer tutors for elementary children who need help. The center hosts various meetings for the community such as parents' organizations, Booster Clubs, Council for Exceptional Children, Association of Classroom Educators, and Reading Council. Some release time is available for a teacher to work in the center. The teacher must fill out an application form and receive permission from the school administrator.

FEES AND CREDIT: No fees for materials, equipment, or workshops at the center. Graduate courses carry three credit hours for the participating teacher. Teachers pay for courses offered at, but not sponsored by, the center, although some courses are offered free of charge through other district programs.

AFFILIATION: Hot Springs School District #6.

SUPPORT: Funded by the local school district with some help from other programs and grants.

DECISION MAKING: The policy board (made up of 17 teachers, one secondary principal, one elementary principal, one school board member, two higher education representatives, one librarian, one counselor, and four central administration representatives) meets quarterly, with other meetings being called when necessary. Staff makes programming decisions with advice from four working committees--sequential curriculum, media/materials, community resources, individualized teacher learning program--that also report to the policy board. Policy board hires and supervises staff, with final approval from the school board.

ORIGIN: The center grew out of the interest of Superintendent E. Bruce Meeks, who recognized the need for a teachers' center in Hot Springs. After learning about the federal Teacher Centers Program at a meeting in late 1977, he sent memos asking each faculty to choose a representative to serve on the teacher center policy board. A proposal was submitted and with the federal grant the center opened September 1, 1978. After three years of federal funding, Hot Springs Teachers' Center has been institutionalized into the school district by a unanimous vote of the school board. The proposal accepted by the board keeps the policy board and committees intact.

INFORMATION: Slide/tape show. "Just Shop Talk," a monthly newsletter with weekly calendars as reminders. Pictorial brochure of the center. "Newsbrief," a weekly radio program.

SOUTHWEST ARKANSAS
TEACHER CENTER

3607 GRAND AVENUE
TEXARKANA, ARKANSAS 75502

(501) 774-2534; 774-2535

DIRECTOR: Mary E. Hamilton

HOURS: Monday and Wednesday, 7:30-5; Tuesday and Thursday, 7:30-7:30; Saturday, 9-12. Open all year.

PROGRAM: The center provides for the perceived needs of teachers so they can improve skills, develop curriculum, and manage classroom environments to enhance the learning of their students.

The program features volunteerism and educator responsibility from the belief that teachers are experts in their field, scholars capable of sharing experiences, increasing knowledge, and supporting one another. Services include graduate classes for credit, workshops for non-credit, advisory services when requested, consultants, drop-in requests, and study groups. Full-time K-12 curriculum, media, and instruction specialists are available at the center.

Teachers are invited to browse or make games and teaching aids on an individual basis. Curriculum groups meet on a scheduled basis during school hours. Workshops are held in participating school districts as well as at the center. Summer institutes, or "Share-Fests," have become annual events of national note among center staff and teachers.

EVALUATION: Each teacher center activity includes accompanying evaluation. Administrators, supervisors, and a sample of teachers are interviewed individually; survey instruments are submitted to all teachers. An external evaluator's services will be used for the first time in FY '82.

RESOURCES: Materials production center includes xerox copying, laminating, and other production supplies; conference room for graduate classes, workshops, and displays; small conference/lounge area with free materials, coffee pot, storage for work-in progress, opaque projector, screen, micro-computer with printer, and typewriter. Curriculum materials room contains audiovisual software and hardware, curriculum files, professional library, textbook and curriculum displays. The center also provides a recycle center, planetarium, darkroom, and kitchen.

STAFF: Mary Hamilton, director; Beth Jacob, instruction specialist/communications; Roxanne Schoen, instruction specialist/media;

Carlene Wormington, secretary.

SETTING: The center occupies a brick agriculture/shop building of early 1940's vintage vacant since 1968. It is located on the corner of an elementary campus opposite a neighborhood center housed in former home economics cottages.

PARTICIPATION: K-12 teachers in 14 public and three non-public school districts serving children in six counties of southwestern Arkansas. Participants include administrators, support staff, paraprofessionals, parents, students, and community. Teachers attend on volunteer or release time, with substitute assistance available through the teacher center.

FEES AND CREDIT: Workshops are free to members of participating districts. Fees for graduate classes dependent on number of enrollees and the universities involved. Nominal fees for xeroxing and laminating by teachers are billed to schools; other materials used at the center are free.

AFFILIATION: Texarkana School District #7 is the fiscal agent for a consortium including the other participating school districts, Henderson State University, and East Texas State University.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program grant; career education grant; community funds through CETA for clerk; building, grounds, maintenance, and portion of resources provided by Texarkana School District #7. The State Education Agency provides technical assistance.

DECISION MAKING: Policy board consists of a majority of full-time teachers, two LEA representatives, two parents, two administrators, two university professors, two retired teachers, and two community agency representatives.

ORIGIN: Planning began in spring 1977, and an investigating committee was appointed by the Classroom Teachers Association in August 1977 to activate the plans. The temporary committee was dissolved with the election of the policy board later that year. A proposal for grant assistance was submitted in March 1978 to the federal Teacher Centers Program. Notification of the grant award came in September 1978 when the center began to operate. SATC will continue to be funded by the US Department of Education during its fourth year.

INFORMATION: Fliers; newsletter; brochures; slide presentation; videotape.

CHILD DEVELOPMENT RESOURCE CENTER

CABRILLO COLLEGE
6500 SOQUEL DRIVE
APTOS, CALIFORNIA 95003

(408) 476-7140 (offices)
688-8585; 476-8585 (studio/switchboard)

Mailing Address:
809 BAY AVENUE, SUITE 4
CAPITOLA, CALIFORNIA 95010

DIRECTOR: Shirley M. Bohrer

HOURS: Monday and Wednesday, 10-5; first Saturday of each month, 10-3. Open all year.

PROGRAM: The Child Development Resource Center is made up of three components:

The Studio is a resource center designed to serve all child-care providers, teachers, and parents of preschool children in Santa Cruz County. It provides materials and offers workshops, seminars, inservice training, and meetings. We also provide a van delivery service of our materials to the Watsonville area for those who can't come to the Studio during open hours.

The Switchboard is a 35-hour-a-week phone counseling service providing information about all child-care services in Santa Cruz County. The switchboard maintains complete listings of all family day-care homes, preschools, day-care centers, and any other form of child care in the county. We also have listings of all service organizations and emergency numbers. Our phone counselors are specially trained to deal with a myriad of questions and problems that parents and other callers bring to us.

The Staff Development Component works directly with parents of preschool children, and with teachers and directors, both in their centers and at our Studio. Center coordinators plan, develop, and lead workshops, seminars, and inservice training for our clients and work with state agencies and organizations who provide similar services. They are available to work with individuals, with center staffs, or any combination of personnel that is requested. We provide information on curriculum, administration, childhood growth and development, budget, personnel relations, and all other aspects of child care.

EVALUATION: Every year staff meets to evaluate and design programs for the coming year. Each activity is evaluated by both presenters and participants. Periodically we send out needs assessments and evaluation forms with our newsletter. Individual staff members are evaluated on a yearly basis. The supervisor meets with Early Childhood Education staff from the local junior college and the Social Services Department to evaluate and plan program and services.

RESOURCES: Manipulative games, puzzles, records, cassettes, bulletin board displays, library (professional and children's), workshop area, classroom area, and kitchen.

STAFF: Shirley Bohrer, supervisor; Linda Campbell and Marcia Meyer, coordinators, staff development; Julie Locatelli, assistant coordinator, studio; Nancy Schoeck, assistant coordinator, outreach and curriculum; Linda Stuart, assistant coordinator, switchboard manager, newsletter editor; Sharon Olson, studio assistant, van coordinator; Summer Rous and Lynn Wedemeyer, switchboard phone counselors; Candace Waage, administrative assistant.

SETTING: The center is located in the Early Childhood Education Building, Cabrillo College, in Aptos. It is a large classroom area and an office. The administrative offices are located in the County Office of Education in Capitola.

PARTICIPATION: Our participants come from throughout Santa Cruz County. We serve all parents, teachers, aides, administrators, and child-care providers of children from infancy to six years old. Participants attend on their own time.

FEES AND CREDIT: Our Studio membership fee is $5 per year and is available to anyone who wants to belong. Occasionally our workshops offer credit through Cabrillo College.

AFFILIATION: Santa Cruz County Office of Education, Carbillo College, and the Santa Cruz County Social Services Department. Staff from these agencies form the Tri Agency Committee.

SUPPORT: Primary funding comes from an Office of Child Development grant through the State Department of Education. Other funding comes from county revenue-sharing funds. Space for administrative offices is provided by the County Office of Education, which also provides in-kind services; space for the switchboard office and the studio is provided by Cabrillo College; and the County Social Services Department provides some support. We use volunteer help from the local Volunteers' Bureau, and have some members who volunteer time and work in the studio.

DECISION MAKING: The Tri Agency Committee and staff make decisions regarding program and policy. The supervisor is ultimately responsible for all decisions. The supervisor is responsible to the director of Elementary and Intermediate Programs in the county office, as well as to the Tri Agency Committee. All center staff are responsible to the supervisor. Supervisor and staff hire all personnel.

ORIGIN: The first grant proposal for state funding was written in 1975, but the center was not funded. The grant was rewritten in 1976, when it was funded and the center began operating.

INFORMATION: Brochures, newsletter, fliers; slide presentation.

BERKELEY TEACHERS' CENTER

1720 OREGON STREET
BERKELEY, CALIFORNIA 94703

(415) 644-6274

DIRECTOR: Diane Bernard

HOURS: Monday through Friday, 7:30-4:30

PROGRAM: The center offers a dynamic, flexible system that responds immediately and sensitively to the needs of teachers, and provides a place where teachers can develop new materials, learn about curriculum programs and teaching methods, exchange ideas, or simply relax. Workshops in computers and teaching Berkeley history to elementary school children have been the most popular to date. Other workshops include improvement of school morale, discussion group on teaching ideas, institutional racism and sexism, and photography. Staff are modeling lessons at various schools, helping with classroom organization and management, and, to acquaint school faculties with the center, staff go to school sites and arrange for school staffs to hold meetings in the center. Physical education programs have been developed at four school sites that include new games, old game instruction, parachute activities, and a modified par course. Workshops in silkscreen, ceramics, calligraphy, stress reduction, supplementing income, and career alternatives are offered.

The center plans and sponsors events with other district groups. A choral reading workshop and an all day "Making Language Come Alive" inservice are planned with the bilingual education program. With the ESAA project, the center will co-sponsor eight half-day meetings and four afternoon meetings addressing the topics of equal opportunity and desegregation. The Berkeley Retired Teachers plan to meet at the center, and one member has contributed a film by his granddaughter for the mainstreaming workshop. The center also has organized a meeting for special education parents and a workshop on parent conference techniques in order to expand its effectiveness in the community.

EVALUATION: Center use is measured through statistical documentation and compilation using a card filing system of sign-in for participants both at the center and elsewhere at centersponsored activities. Ongoing evaluation occurs at staff meetings and policy board meetings.

RESOURCES: Resource library organized according to subject and grade level with special emphasis on multi-cultural and women's studies; current periodicals. Recycled materials, curricuulum materials, ditto masters, and art materials, including silkscreen and woodworking materials. Tools may be checked out for woodworking and gardening. Classroom games, including a variety of math and reading games, are available for check-out. A sewing machine is being readied for use with recycled materials. A quiet lounge area occupies one corner of the room, and in the opposite corner, a PET computer with software is in frequent use. The center also has access to a film library, a math lab, reproduction tion facilities, audiovisual equipment, storage, a testing and evaluation office, a darkroom, a kitchen, and small and large meeting rooms.

STAFF: Diane Bernard, director and advisor; Jewell C. Battle, program assistant.

SETTING: The center occupies the Instructional Materials Center in a former elementary school in Berkeley.

PARTICIPATION: Teachers, aides, substitutes, other staff, and parents from Berkeley public and private schools, pre-school through adult, participate on volunteer and release time. Teachers from nearby districts are occasional users. Release time is available to approximately 100 teachers to visit other teachers or to attend workshops. With the ESAA project, the center is planning to provide additional release time for a series of workshops on the desegregated classroom to be held at the center.

FEES AND CREDIT: No fees. Inservice credit for salary increments is available to teachers attending after school or Saturday workshops.

AFFILIATION: Berkeley Unified School District.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program. Space is provided by Berkeley Unified School District.

DECISION MAKING: The Berkeley Teachers' Center policy board consists of 20 members, including teachers, one member from the University of California department of education, two community members, two appointees from the superintendent of schools. Staff make program decisions with advice from an informed council. Staff are chosen from applicants from the district roster of certificated and classified personnel.

ORIGIN: In 1978 several Berkeley teachers attended a workparty in Chicago sponsored by the Teachers' Centers Exchange. A core group of teachers then worked on planning and proposal writing, involving over 200 other teachers in needs assessment and project design. The BTC formally opened in September 1980, funded by the federal Teacher Centers Program.

EDUCATION RESOURCE CENTER

809 BAY AVENUE, SUITE H
CAPITOLA, CALIFORNIA 95010

(408) 476-7140

DIRECTOR: Shirley M. Bohrer

HOURS: Monday through Friday, 1-5; other times by arrangement. Open all year.

PROGRAM: The County Education Resource Center seeks to improve instruction for students and to bring people together in a nurturing and caring environment. The center promotes a closer and more positive relationship between the County Office and all teachers and administrators in Santa Cruz County; individual professional growth; cooperative efforts among teachers, administrators, and classified staff throughout the county; dissemination of exemplary teaching practice; positive social interaction among teachers and administrators; informal interaction among teachers; a closer relationship between the community and the County Office of Education; a forum for the exchange of ideas; and access to needed instructional improvement resources.

Activities at the center include workshops, demonstrations, discussions, workparties, study groups, lectures, materials production, browsing and reading, university courses, and networking with other teachers' centers. The center also offers a teachers' idea exchange, which allows teachers to identify particulary gifted colleagues who are then invited to lead a workshop or inservice in their special areas.

The center houses three special projects that provide direct services to teachers in their classrooms: Project CREATE (Children Really Enjoy Arts That Educate), an arts project funded by ESEA, IV-C that will have an impact on basic skills and multicultural education through the study of Santa Cruz County history; GEMS (Gender Equity in Math and Science), a project funded by Title IV of the Civil Rights Act that addresses the problem of female students avoiding classes in math and science, and thereby screening themselves out of many educational and occupational options; The Nutrition Education Project, a project funded by ESEA, IV-C to help elementary teachers in schools of six districts in the county improve their abilities to plan and carry out nutrition education.

EVALUATION: We plan to record activities and participant use on a regular basis and to include the advisory committee in the evaluation process. We also plan to initiate a year-end survey that will be used to evaluate our effectiveness in our first year of operation.

RESOURCES: The Education Resource Center offers an aesthetically pleasing and comfortable lounge area for small groups; a large meeting room area; a workshop area with materials such as cardboard and art supplies, laminator, paper cutters, woodworking tools and scrounge materials; and display and storage areas. Professional library, resource files, teacher idea exchange, videotape equipment, barrels full of free materials; access to the Educational Materials Center.

STAFF: Shirley M. Bohrer, half-time coordinator.

SETTING: The Education Resource Center is located in the Santa Cruz County Office of Education building, which is about two blocks from the beach in Capitola. The center is a large rectangular room, 30' x 60', with an alcove for the professional library.

PARTICIPATION: The center is open to teachers, administrators, classified staff, school board members, community, and students throughout Santa Cruz County. Participation is on volunteer time.

FEES AND CREDIT: Not determined at this time.

AFFILIATION AND SUPPORT: The ERC is funded by and housed in the Santa Cruz County Office of Education. Volunteers from all ten school districts in the county have indicated interest in working in the center.

DECISION MAKING: The ERC advisory committee will plan policy and program with input from the Santa Cruz County Curriculum Council, staffs of the special projects, the center coordinator, and the director of elementary/intermediate education. Final responsibility for the center rests with the Superintendent of Schools of Santa Cruz County.

ORIGIN: Three grant proposals were submitted to the federal Teacher Centers Program, but were not funded. When space became available in summer 1981, the administration of the County Office decided to initiate the center, which officially opened in January 1982.

INFORMATION: Newsletter, "ERC Notes."

CLAREMONT TEACHER CENTER

700 WEST BASELINE ROAD
CLAREMONT, CALIFORNIA 91711

(714) 621-6144

DIRECTOR:	Janene Brunett
HOURS:	Monday through Friday, 8-5. Open only for scheduled workshops during the summer.
PROGRAM:	Based on the philosophy of "teachers helping teachers to teach," the Claremont Teacher Center provides a place where teachers can come voluntarily to share ideas and make classroom materials. Workshops, courses, and seminars, such as learning through movement, teaching character-building skills, and Indian mythology, are offered. Summer courses and workshops, including values clarification and making classroom materials, are also offered. The center does on-site staff development. Resource teams made up of center staff are designed to serve teachers' individual needs. Mini-projects for curriculum development or educational research are awarded to teachers.
EVALUATION:	Self-evaluation by policy board.
RESOURCES:	Materials to reproduce for the classroom; games, task cards, learning centers in all content areas; professional library; equipment including lettering machine, laminator, projectors. Realia collection: 200 items, mostly in the areas of social studies and science, on loan to the center from the National History Museum in Los Angeles. Teachers can check out items from the collection for two weeks to use in their classrooms.
STAFF:	Janene Brunett, director; Roberta Ramlow, media clerk; Alice Overall, clerk/typist.
SETTING:	The center is housed with the district Instructional Materials Center. Claremont is in southern California, 40 miles east of Los Angeles.
PARTICIPATION:	Staff from Claremont Unified School District including K-12 teachers, paraprofessionals, and administrators participate on volunteer time. A parent program began in 1979-80.
FEES AND CREDIT:	Some courses are offered for credit through La Verne College and California State Polytechnic-Pomona.
AFFILIATION:	Claremont Unified School District.
SUPPORT:	Funded by California Department of Education staff development funds.

DECISION MAKING: Policy board makes policy decisions, sees that needs assessment results are prioritized, and works with the center director, who makes recommendations. Policy board recommends to district which personnel are to be hired.

ORIGIN: The center opened in 1978 with USOE (now US Department of Education) funding after a grant, written by the policy board, was accepted. Grant writing was started by a group of interested teachers. When federal fuding ended in 1981, the state legislature and department of education granted the center state staff development moneys to continue.

INFORMATION: Monthly newsletter; brochure.

SAN FERNANDO VALLEY
TEACHER CENTER

4241 LANAI ROAD
ENCINO, CALIFORNIA

(213) 990-4867

DIRECTOR: Luis Hernandez, project director; Bernice Medinnis, center director.

HOURS: Monday through Friday, 8-5; selected Saturdays, 8-4.

PROGRAM: The center provides teachers and administrators opportunities to increase their knowledge and abilities in effective instructional practices, communication skills, classroom management, and team building. Programs include: (1) Two-hour workshops for faculties on a wide range of topics selected by them; (2) Individual and small group consultations; (3) Six-hour seminars for groups of secondary teachers (e.g., English departments, department chairs, school improvement committees); (4) Approximately 10 eight-hour Saturday Curriculum Conferences focusing on one area of the curriculum, using outstanding leaders in a mini-conference format where teachers can select from several concurrent sessions in their area of study; (5) Sixteen-hour programs in effective classroom management; (6) Consultations of varying lengths with university professors; (7) Release time staff development for teachers to assist them in making significant changes in grade level and subject level assignments; (8) University credit programs for classroom aides.

EVALUATION: Programs and activities are designed cooperatively by the participants and the center staff. Every activity is evaluated by the participants and amended as suggested by them to meet their needs.

RESOURCES: Within the four classrooms where the teacher center is housed, teachers are provided the basic supplies needed to create materials for their classrooms. There are file cabinets containing hundreds of ideas for learning centers, lessons, activities, and games. All these teacher-created materials are filed to correspond to the Los Angeles Unified School District balanced curriculum, the district's contiuum of skills. The center has a Xerox machine, laminating machine, and all supplies for teachers to leave with the finished product. Two rooms of displays of teacher- and student-made materials, such as murals, learning centers, and special projects, are also provided. The displays are changed according to the needs of the teachers.

STAFF: Luis Hernandez, project director and Associate Dean, School of Education, California State University, Northridge; Bernice Medinnis, full-time director; Janine Roberts, full-time coordinator.

SETTING: Four classrooms in Lanai Road School in Encino, located in the San Fernando Valley north of Los Angeles. The school is near the intersection of Ventura Boulevard and Hayvenhurst Avenue.

PARTICIPATION: The center is available to all K-12 public and private school teachers in the San Fernando Valley. Programs are also provided for principals, parents, classroom and bilingual aides, and student teachers at Cal State Northridge. Release time is available to provide substitutes for classroom teachers for observations and workshops and for teachers who have been given drastically different teaching assignments, including those newly assigned to bilingual classes.

FEES AND CREDIT: No fees unless programs are taken for college credit. Los Angeles School District salary points credit and college credit through Cal State Northridge may be earned for approved classes.

AFFILIATION: The center is a project of California State University at Northridge in cooperation with Los Angeles School District.

SUPPORT: Funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: The center is governed by an 18-member policy board composed of public school teachers, a parochial school teacher, a parent/community representative, a principal, a Los Angeles area superintendent, a professor from Cal State Northridge, and an administrator from the school district's integration unit.

ORIGIN: The center opened in the fall of 1978 with a grant from the federal Teacher Centers Program. The proposal was developed by classroom teachers and teacher advisors from all over San Fernando Valley. The proposal writing was instigated and coordinated by Cal State Northridge education professor, Helen Fielstra and by Luis Hernandez.

INFORMATION: Bimonthly newsletter and activities calendar; fliers announcing workshops.

TEACHER CENTER--HUMBOLDT
EDUCATIONAL RESOURCE CENTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
901 MYRTLE AVENUE
EUREKA, CALIFORNIA 95501

(707) 445-5411, ext. 216

DIRECTOR: Helen Schober

HOURS: Monday through Friday, 9-5:30; alternate Wednesdays, 9-9; alternate Saturdays, 9-5. Summer hours: Monday through Friday, 12-3; closed August.

PROGRAM: The Humboldt Educational Resource Center is composed of four programs: school library, film center, teacher center, and professional development center. As a unit these four programs provide schools and teachers with services they cannot provide more efficiently or effectively for themselves.

The teacher center provides materials and equipment to construct teaching/learning aids; circulates resource materials from four libraries (professional, multicultural, environmental education, and special education); provides for examination and selection of state-approved instructional materials; and circulates approximately 800 non-print items (e.g., kits) in language arts, mathematics, social studies, health, and science. Consultant services are provided in program planning, effective use of instructional materials, and construction of materials to meet special student needs. All schools are encouraged to hold one staff meeting at the center, at which time teachers are oriented to its uses.

EVALUATION: The center conducted an evaluation of HERC by a panel of California Media and Library Educators Association members. The results have been incorporated into the center's program.

RESOURCES: Resource room houses collections of materials: elementary textbook display, professional library, environmental education collection, Native American education collection, and special education collection. It is also used as a meeting/conference room. Workroom has materials and patterns for games and other learning devices, two laminators, drymount press, thermofax, tape duplicating and recording systems, videotaping equipment, microfiche reader, collator, Leteron, ektographic printmaker, projectors, darkroom. 800 non-print, kit-type items.

STAFF: Helen Schober, full-time administrator; Helen Macpherson, full-time curriculum resource specialist; Nancy Hall and Tracy Page, part-time clerks.

SETTING: The center occupies 2000 square feet in a one-story building on the outskirts of Eureka. Eureka is located in the central part of Humboldt County on the coast of northern California.

PARTICIPATION: Public school teachers (K-adult), aides, and administrators, mainly from Humboldt County, participate mostly on volunteer time. Several districts allow teachers one or two release days during the year to use the center. Elementary pupils in class groups have used the center to gather materials to construct learning centers. The center also serves preservice teachers.

FEES AND CREDIT: None.

AFFILIATION: Humboldt County Office of Education.

SUPPORT: The County School Service Fund provides salaries, building, utilities, equipment, and some materials. Materials inventory is kept stocked through the sale of materials at cost to teachers. Nearly every district in the county maintains a charge account at the center for its teachers.

DECISION MAKING: Decisions are made by the administration of the Humboldt Educational Resource Center with advice from the advisory board. Staff is hired by the county superintendent and supervised by the assistant director for general education.

ORIGIN: The center formally opened in fall 1976. It grew out of the textbook display center and the visions of Charlene Thomas, county schools librarian.

INFORMATION: Slide/tape program.

ALAMEDA-CONTRA COSTA COUNTIES
SCHOOL RESOURCE CENTER

685 A STREET
HAYWARD, CALIFORNIA 94541
(415) 881-6234

75 SANTA BARBARA ROAD
PLEASANT HILL, CALIFORNIA 94523

DIRECTOR: Linda Webster

HOURS: Monday through Friday, 8-5.

PROGRAM: The purposes of the center are to: (1) Assist schools in planning, implementing, and evaluating local staff development programs. (2) Provide staff developement based on a systematic assessment of the unmet needs of pupils and personnel in participating school districts. (3) Serve as liaison between school personnel and local agencies, county superintendents of schools, colleges, universities, and groups of individuals providing staff development activities.

Functions of the center include assisting participating agencies in assessing staff development needs and facilitating the matching of resources with identified needs. The center serves as a focal point and unifying element, bringing together the disparate professional development activities carried on within the center's constituent regions. To these ends, the process of identifying individuals with specific talents is of paramount importance, as is the development of a resource retrieval system including persons, products, agencies, and exemplary programs. In addition to acting in a brokerage capacity, the center provides specific professional development training to members of the consortium

EVALUATION: Evaluation designs are included for staff development training provided. An ongoing log of center services is also used.

RESOURCES: The SRC is a staff development delivery system that works in a brokerage capacity. A resource retrieval system is available, including more than 500 resources (people, places, organizations) available to assist schools in planning, implementing, and evaluating their staff development programs. No workshop facility is available at the center.

STAFF: Linda Webster, director; secretarial staff.

SETTING: Single office located in Alameda County Office of Education, Hayward, a city 35 miles southeast of San Francisco.

PARTICIPATION: The center serves all schools (K-12) within Alameda and Contra Costa Counties and all educators within this consortium (teachers, administrators, counselors, district office personnel). The center's budget allows for release time (substitutes) for teachers.

FEES AND CREDIT: Most professional development training sponsored by the center is free. At times, a minimal enrollment fee is required. Credit in the past has been available with a local university (this depends on the course being offered).

AFFILIATION: The SRC is a consortium of both the Alameda and Contra Costa County Offices of Education, all 36 school districts in the two counties, and five local universities and colleges. The Alameda County office is the fiscal agent.

SUPPORT: Primary support is from a California State Department of Education grant (Assembly Bill 551), with district, county office, and university in-kind support provided.

DECISION MAKING: The policy board, established according to guidelines provided in Assembly Bill 551 state legislation, is composed of eight teacher representatives and alternates, one district curriculum representative and alternate, one school principal representative and alternate, one county office representative and alternate, one parent representative and alternate, and one institution of higher education representative and alternate. The board is responsible for direction of the center. The project director provides leadership in the development and direction of the center and attends to the administrative and program needs of the project. The Alameda County office authorizes hiring.

ORIGIN: Staff development planning began in Alameda and Contra Costa Counties in 1976 with the creation of an ad hoc committee on staff development, with representatives from school district offices, teacher organizations, and local colleges. During this time, meetings were also being held in both counties at which curriculum leaders discussed cooperative staff development planning. These committees met for a year and a half. Planning meetings continued and in 1978, the composition of the policy board for the Alameda-Contra Costa Counties School Resource Center and procedures for selecting representatives who would meet the intent of the legislation were established. The School Resource Center received authorization from the California State Department of Education during summer 1978, with a minimum of three years funding anticipated. The director began on October 25, 1978.

INFORMATION: Monthly bulletin, "Newsbriefs," of professional development activities; individual announcements of workshops.

WEST ORANGE COUNTY TEACHERS' CENTER

6582 LENNOX DRIVE
HUNTINGTON BEACH, CALIFORNIA 92647

(714) 848-1020

DIRECTOR: Margaret J. Herron

HOURS: Monday through Friday, 8-5. Closed mid-July to mid-August.

PROGRAM: The West Orange County Teachers' Center is designed to meet the learning needs of teachers in the consortium school districts by providing staff development activities. The center emphasizes using internal, existing resources with the philosophy of "teachers teaching teachers." Center facilitators (advisors) are available two days a month to work with individuals or small groups in the schools. The center also acts as a broker in referring teachers to existing programs and workshops. The Developmental Learning Program offers eight to ten workshops and seminars each semester, such as Madeline Hunter's effective teaching strategies theories, learning styles/teaching strategies, critical thinking, ESL-bilingual programs, stress and time management programs.

The center encourages individual teachers to use their own talents and those of their peers to solve problems in their classrooms by providing release time for teachers to visit exemplary programs, observe other teachers, and develop curriculum.

EVALUATION: Workshops are evaluated by participants on a formal evaluation form.

RESOURCES: Center library includes a sampling of idea books and tapes. Space is available for any group requesting it on a first-come-first-served basis.

STAFF: Margaret J. Herron, director; Susan Lee, coordinator; Anne Cameron, secretary.

SETTING: The center occupies four classrooms opened up to provide large workshop areas in an elementary school on the campus of College View School. Huntington Beach is located in southern California.

PARTICIPATION: Teachers from six public school districts (five elementary and one high school) and two private schools participate in the center. All personnel in the six districts, including special education teachers from West Orange County Consortium for Special Education, are invited to use the center facilities, library, and resources. Teachers are

FEES AND CREDIT: None.

AFFILIATION: The West Orange County Teachers' Center is a consortium of six districts, with the Huntington Beach Union High School District *serving as the LEA.*

SUPPORT: West Orange County Teachers' Center is funded by the US Department of Education Teacher Centers Program. The six consortium districts provide support by sharing release time expenses, furniture, printing, and consultant fees.

DECISION MAKING: The policy board consists of a teacher and administrative representative from each of the six consortium districts and one representative from the non-public schools. Monthly meetings are chaired by a teacher. Policy board members oversee center activities, approve budget, and coordinate communication between the center and teachers and principals. The policy board also hires and supervises staff.

ORIGIN: West Orange County Teachers' Center is a result of over one-and-one-half years of research, planning, and personal commitment by members of the six local teacher associations and several administrators. Word on funding was received in late summer of 1979 from the federal Teacher Centers Program and the current director was hired in October 1979.

INFORMATION: Newsletters, fliers, bulletins, brochures; a slide presentation describing center background, philosophy, and services provides a general overview for schools, districts, and the community.

INSTRUCTIONAL MATERIALS CENTER

685 LAS POSITAS BOULEVARD
LIVERMORE, CALIFORNIA 94566

(415) 846-6361

DIRECTOR: Tom Heineman

HOURS: Monday through Friday, 7:45-5.

PROGRAM: The center provides: (1) human and physical resources to individuals working to provide a quality education for the children of Livermore; (2) a workshop area for the creation of instructional materials; (3) equipment to checkout for classroom use; (4) instructional materials (software and audiovisual). The center provides workshops in the spring and offers assistance on an individual basis as requested. The coordinator formally visits three schools each month and sends out a quarterly newsletter describing new materials and services. The center is also open for teachers, parents, and other educators to drop in.

EVALUATION: A detailed usage chart is kept on a monthly basis for each school. This determines the schools that will receive more assistance and personal contact.

RESOURCES: A workshop area with laminating machines, bulletin board, games, audiovisual equipment, microscopes, carousel slide projectors, cameras, cassettes, 16mm projectors, language masters, opaque projects; textbooks; learning shelfkits; professional library.

STAFF: Tom Heineman, coordinator; Betty Fletcher, elementary librarian; Judy Stephens, administrative secretary; Helen Harsin, instructional materials assistant. All are full-time.

SETTING: The center is situated in the middle of the school district office building (75' X 40') in Livermore, approximately 45 miles southeast of San Francisco.

PARTICIPATION: The center is open to all educators (teachers, administrators, parents) in Livermore.

FEES AND CREDIT: The only charge is $50 per year for each K-6 school. This assists in paying for the lamination materials.

AFFILIATION AND SUPPORT: Livermore School District.

DECISION MAKING: The operational policy is developed through separate school meetings. All hiring and supervision is done by the district director in charge of curriculum

ORIGIN: The center was first developed in 1965 and has evolved slowly into its present state.

INFORMATION: "Brainstormer" newsletter.

INTERMEDIATE SCIENCE
EXCHANGE CENTER (ISEC)

SCIENCE EDUCATION OFFICE
SCHOOL OF NATURAL SCIENCES
CALIFORNIA STATE UNIVERISTY,
LONG BEACH
LONG BEACH, CALIFORNIA 90840

(213) 498-4801

DIRECTOR: William C. Ritz

HOURS: Office open Monday through Friday, 9-5; summer hours: 9-1.

PROGRAM: The Intermediate Science Exchange Center was founded to provide teachers and others with a forum for sharing their interests, concerns, and promising approaches in science education for early adolescents (grades 5-9). ISEC believes that the intermediate years are critical ones in science education and that change must come from within if opportunities are to improve at this level. Many excellent ideas and approaches of talented science teachers and administrators, fail to be shared with others. Therefore, ISEC seeks to establish a sense of community among local intermediate-level science leaders--an environment for sharing talents, ideas, and resources.

ISEC offers presentations and workshops, such as "Armchair Chemistry--An Awareness Workshop for Teachers," and "Lucky Accidents and the Prepared Mind--An Illustrated Lecture-Demonstration," to provide information about innovations in intermediate science. Science Share Fairs, at which teachers exchange their best science activities, are also offered. During 1981-82, ISEC began offering Mini-Courses in Science--for example, "Shake, Rattle and Roll--A Mini-Course on Earthquakes"; "People Botany--Plant Science for the Non-Botanist"; "From Newton to Star Wars--A Mini-Course on the Properties and Applications of Light"--designed to update teachers' knowledge of key areas in science. ISEC also anticipates working closely with school site councils--groups of professionals and community people--in planning for the improvement of the science component of their school curriculum.

EVALUATION: After each activity, participants fill out a "Program Reaction Form," on which they circle one of nine statements reflecting the value of the program to them, ranging from "Absolutely of no value; learned nothing at all," to "Extremely valuable; learning at maximum". Comments, criticism, and questions are also asked for, as well as two adjectives describing the participant's feelings at the end of the activity.

RESOURCES: The Science and Environmental Education Resource Center at California State Univeristy Long Beach, which contains a broad collection of teaching/learning materials in science, is available to teachers.

STAFF: William C. Ritz, project director; Norma L. Wilbur, ISEC coordinator; project secretary; project assistant.

SETTING: Beginning in the fall of 1981, ISEC will have available a science teaching lab/classroom on campus. However, most programs will continue to be offered at off-campus locations throughout the area. Long Beach is located in southern California, south of Los Angeles.

PARTICIPATION: Most participants are teachers in grades 5-9, with only a few parents and administrators participating. Participants usually come from locations relatively close to the site of the program. No formal release time is offered, but programs are scheduled to minimize school-time conflicts.

FEES AND CREDIT: All programs are free to participants. Mini-courses in science are offered for credit, also at no cost to participants.

AFFILIATION: ISEC is a project of the School of Natural Sciences at Californaia State University, Long Beach, conducted in collaboration with the Office of the Los Angeles County Superintendent of Schools.

SUPPORT: The center is supported by a grant from the National Science Foundation. Director's salary is provided by California State University, Long Beach.

DECISION MAKING: ISEC is guided by an advisory council of seven local teachers and administrators. Council meets monthly (on the average).

ORIGIN: Started largely through the efforts of the current project director and the ISEC coordinator, who wrote the proposal that led to funding for the project. The proposal was developed with the help of survey data obtained from local teachers. The center opened in 1980.

INFORMATION: Brochures and calendars announcing upcoming programs.

TARTAK LEARNING CENTER

HEBREW UNION COLLEGE--
JEWISH INSTITUTE OF RELIGION
RHEA HIRSCH SCHOOL OF EDUCATION
3077 UNIVERSITY AVENUE
LOS ANGELES, CALIFORNIA 90007

(213) 749-3424

DIRECTOR: Sara S. Lee

HOURS: Monday and Thursday; hours vary.

PROGRAM: The Tartak Learning Center is a centralized location for the collection, storage, display, dissemination, and publication of commercially produced and teacher-made Jewish educational materials of all media types. It is a setting where Jewish and secular educators can interact with Jewish curricular materials.

The learning center is a well-equipped workroom in which individuals and groups can learn skills and create materials. . Workshops (mostly Sunday afternoons or specially scheduled) are provided for school faculties and other groups of educators, based on the particular needs and interests of each group. Emphasis is on acquisition of new skills and synthesis of Jewish content with educational technology.

The learning center also provides an environment in which educators can exchange ideas and share feelings, since interchange and dialogue are major components in the continued growth of educators.

RESOURCES: Collection of major text materials in the Jewish field; unpublished materials (papers, projects, lesson plans) on Jewish content areas organized according to topic; media hardware, software, and consumables in print, sound, motion picture, overhead projector, video, filmstrips and slides, gaming, and arts and crafts; recycle center, areas for discussion, meetings, construction, and previewing of materials; display of current catalogues and announcements for free distribution to visitors.

STAFF: Sara S. Lee, director, Rhea Hirsch School of Education, coordinator; media specialist; education interns.

SETTING: An unoccupied area on the lower level of Hebrew Union College was redesigned, painted, and furnished to create the environment for the Tartak Learning Center. Hebrew Union College is one block north of the campus of the University of Southern California, Los Angeles.

PARTICIPATION:	The learning center serves as both a local and national resource center for Jewish educators (who participate on volunteer time), youth group leaders, and camping personnel from Jewish educational settings. In addition, public school teachers and administrators interested in multicultural education use the resources of the center.
FEES AND CREDIT:	Fees are charged only for materials used and photocopying. Through an agreement with the Los Angeles Bureau of Jewish Education, teachers in Jewish education may receive two units of inservice credit for individualized curriculum projects carried out in the learning center.
AFFILIATION:	Rhea Hirsch School of Education of the Hebrew Union College--Jewish Institute of Religion.
SUPPORT:	Hebrew Union College--Jewish Institute of Religion; private and foundation grants.
DECISION MAKING:	Decisions are made by the staff of the Tartak Learning Center in conjunction with the staff of the Rhea Hirsch School of Education. Input is regularly solicited from graduate students in Jewish education and educators in the community.
ORIGIN:	In 1975, the Hebrew Union College--Jewish Institute of Religion, Rhea Hirsch School of Education recognized the need for a teachers' center in Jewish education, based on the success of the teachers' center model in public education. Existing resources within the College--Institute were collected to start the center.
INFORMATION:	Brochure; semester announcements; slide/tape show.

T.E.A.M. CENTER (TEACHERS' EDUCATIONAL AIDS AND MATERIALS)

2425 JEFFERSON STREET
NAPA, CALIFORNIA 94558

(707) 252-5324

DIRECTOR: Barb Pahre

HOURS: Monday, Tuesday, Thursday, Friday, 1-6. Closed mid-June through July.

PROGRAM: T.E.A.M. Center grew out of a need to coordinate curriculum and to help teachers enrich their classroom programs by sharing ideas and materials. Ten or twelve workshops covering all phases of the curriculum are held during the school year. Open for drop-in use, the center displays samples of games, reference books, and other educational materials. work space, materials, and equipment are provided for teachers to develop their own classroom programs. The staff makes learning centers that teachers can borrow for their classrooms and helps teachers with special projects they want to create.

EVALUATION: A sign-in sheet is used with date, person using the center, school, and suggestions or needs. This is also used to evaluate how well the center is meeting the needs of participants.

RESOURCES: Curriculum library containing resource books, professional books, periodicals, and state matrix samples; educational games with game plans on file; free materials on safety and fire prevention. Railroad board, card stock, tissue paper, art supplies, wallpaper books; magazines and picture files; old workbooks to tear apart; two large worktables. Laminator to cover the special goodies when finished.

STAFF: Barb Pahre, supervisor; Pat Ellis, full-time manager/aide.

SETTING: Located in the center of Napa in a renovated high school that serves as the Education Center for Napa Valley Unified School District, the T.E.A.M. Center occupies a pleasant ground floor room (former curriculum library) with many windows and large tables. Napa is located 50 miles northeast of San Francisco in the heart of California's wine country.

PARTICIPATION: Open to all Napa Valley Unified School District and Napa County K-12 teachers on volunteer time. Also open to parents and paraprofessionals.

FEES AND CREDIT: Use of the center is free. Materials and game plans sold at cost.

AFFILIATION: Napa Valley Unified School District.

SUPPORT: Napa Valley Unified School District provides salaries, building, and utilities. Senior citizens volunteer to help in coloring games for teachers. CETA special education worker.

DECISION MAKING: Napa Valley Unified School District administrators and an informal board composed of school representatives who give feedback on services and needs.

ORIGIN: Initiated in summer 1977 by district teachers and administrators.

INFORMATION: Monthly newsletter, "The Yellow Pages."

TEACHERS' CENTER
FOR PROFESSIONAL GROWTH

Mailing Address:
c/o OAKLAND UNIFIED SCHOOL DISTRICT
1025 SECOND AVENUE
OAKLAND, CALIFORNIA 94606

314 EAST 10th STREET
OAKLAND, CALIFORNIA 94606

(415) 836-8310, 451-7741

DIRECTOR: Rose Marie G. Johnson

HOURS: Tuesday, Wednesday, and Thursday, 9-6.

PROGRAM: Labeled "idea factory," "invisible catalyst," and "source of support," the center is a place developed by people involved in teaching and learning to come together to reenergize, reflect, learn, study, consult, exchange ideas, develop curriculum, and relax. In addition to individualized activities, study groups, and ad hoc sessions, the center offers scheduled short- and long-term workshops and seminars requested and/or planned by participants. Topics include Piaget, students' journals, alternative assessment, women's studies, stress prevention, parent volunteering, the Port of Oakland, cross-cultural celebrations, language across the curriculum, and starting points for interdisciplinary curriculum.

EVALUATION: Participants evaluate the program formally once a year in late spring, using a checklist-ranking instrument that asks for the impact of center participation on themselves, their students, classrooms, and school. Participants, staff, and workshop leaders evaluate each session informally at its conclusion. A research project funded by the National Institute of Education through the Teachers' Centers Exchange--"Perceptions teachers have of the role the teachers' center plays in their professional development"--added a self-reflective dimension to the evaluation.

RESOURCES: Flexible spaces for relaxing, talking, study, investigation, construction, active learning; books, journals, and science/math apparatus; interdisciplinary curriculum displays; active learning centers for investigating concepts; industrial scrap materials; tools and equipment; communication center.

STAFF: Rose Marie G. Johnson (full-time), Roberta Davis (part-time); volunteers after school and from time to time an assistant clerk.

SETTING: Housed in a district curriculum and instruction resource center, one block from district administration offices. Close to the Oakland Museum, Lake Merritt BART station, and Laney College, the center is located next to children's centers and a bilingual primary school.

PARTICIPATION: Primarily teachers (elementary, secondary, and day-care) from public and non-public schools; also parents, administrators, community members, principals, support and classified personnel. Most participants come from Oakland and surrounding Bay Area public school districts.

FEES AND CREDIT: Free. Graduate extension credit from California State University, Hayward, and district credit can be earned for participation in the scheduled program of workshops and study and for independent studies designed by individual participants and arranged with staff.

AFFILIATION: Oakland Unified School District and San Francisco State University.

SUPPORT: Oakland Unified School District provides space, operating costs, consumable materials, and a major part of staff salaries. The balance of staff salaries comes from federal/ state funding (currently ESEA Title I). Supplementary support for temporary staff, consultants, curriculum/professional materials, and research projects comes from community and private foundations and "Friends of TALC" contributions. The Rockefeller Foundation and National Council of Teachers of English support classroom research on children's journal writing and drawing.

DECISION MAKING: An advisory group of 20 Oakland elementary and secondary teachers, parents, and support personnel meets regularly with center staff to give input to programming, policy, and funding strategies. Center staff is placed within the school district's curriculum and instruction department.

ORIGIN: In 1969, several staff members of STEP/TTT preservice/inservice teacher education program of San Francisco State University noted that their active learning workshops in mathematics and science seemed to be the most effective change strategy for preservice and classroom teachers in the desegregating Sausalito school district. When the off-campus project moved to desegregating San Francisco schools in 196970, volunteer efforts of a group of staff, teachers, and teacher candidates developed the Teachers' Active Learning Center (TALC). It was an adaptation of British teachers' centers which they had visited or studied. From 1971-74 the USOE, Ford Foundation, and Rockefeller Brothers Fund, school district contracts, and individual contributions supported the development of an independent center with a comprehensive program including classroom advisory support. In fall 1973, an Oakland teachers' committee began to design their own "teacher shelter." By summer 1974, the committee asked Amity Buxton and Amada Brown to move with TALC resources to Oakland and to organize and develop the center.

INFORMATION: Brochure; calendars. Videotape about the center.

PACIFIC VIEW TEACHER CENTER

340 INVERNESS DRIVE
PACIFICA, CALIFORNIA 94044

(415) 359-7854

Mailing Address:
375 REINA DEL MAR
PACIFICA, CALIFORNIA 94044

DIRECTOR: Peter Zachariou

HOURS: Monday through Friday, 9-4:30; open at other times for workshops and meetings and for use by individual teachers. Closed in summer except by appointment.

PROGRAM: The Pacific View Teacher Center provides opportunities for teachers to give and receive personal and professional support in order to meet their needs and to increase their effectiveness as they meet the educational needs of students. The center helps to meet individually expressed needs, such as techniques for teaching metrics, by providing access to resources and assistance from staff, and commonly expressed needs by offering staff development programs in areas of high demand, such as improving the teaching of writing. The center offers materials for classroom use, workshop space, and equipment for creating material resources, and workshops in how to design materials and learning centers for the classroom.

The center seeks to enhance communication among all members of the school community by bringing together participants in related fields, such as reading teachers, K-12, to share mutual concerns, to develop curriculum, and to increase articulation.

Also available at the center is a directory of community resource people from organizations such as the Pacifica Youth Service Bureau who are willing to make classroom presentations and share their expertise with teachers.

EVALUATION: Evaluation and documentation is an integral part of our program, addressing both ongoing processes (formative) and identified products and impacts (summative). Formative evaluation focuses on the following areas: (1) collecting data and documenting events to improve and modify program; (2) monitoring proposed activities and services to insure effective and efficient service delivery; and (3) collecting data that can document the development and implementation of project activities. The summative evaluation addresses the impact of each program component on the teaching effectiveness of participants and begins to explore the subsequent effect on students.

RESOURCES: Space, equipment, and material resources to construct learning aids; a curriculum resource file and sample learning units; copier, laminator, thermofax, ditto, drymount press; and a professional library.

STAFF: Peter Zachariou, full-time director; Tom Fitzpatrick, part-time field coordinator (9-12); Molly Sheriff, part-time field coordinator (K-8); Enid Ansgarius and Maureen Powell, clerk-typists; Marilyn Arnett, third-party evaluator.

SETTING: The center is housed in two large rooms at the San Andreas School with one room providing the material resources and equipment; the other, meeting and workshop space. The center serves Pacifica, Daly City, and part of San Bruno, three communities immediately south of San Francisco.

PARTICIPATION: Elementary and secondary public and private school teachers from the Laguna Salada Union School District, Jefferson Union High School District, Good Shepherd School, and Highlands Christian Schools participate. Release time is provided with substitute payment reimbursed to local districts. Although the center emphasizes serving teachers, it is open to all members of the school community.

FEES AND CREDIT: None.

AFFILIATION: Laguna Salada Union School District; member of the San Mateo Staff Development Network, San Mateo County Office of Education.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program; Laguna Salada Union School District provides space utilities; San Mateo County Office of Education Provides consultants for staff development.

DECISION MAKING: The policy board, made up of 13 public school teachers, one nonpublic school teacher, two school board members, two district administrators, one principal, and one institution of higher education representative, meets monthly to review, monitor, and evaluate the program. The board hires the director and field coordinators. Staff implement program established by the policy board.

ORIGIN: Our policy board was established in September, 1978, with a group of teachers in Laguna Salada Union School District spearheading the movement toward writing an operational grant, based on a needs assessment. Although the original operational grant was not funded, a subsequent planning grant was funded for 1980-81, and our center officially opened September 1, 1980. The center is currently in its first operational year.

INFORMATION: Newsletter (Viewpoint); calendars; brochure; press releases.

THE TEACHING LEARNING CENTERS

THE DEPARTMENT OF EDUCATION
SAN DIEGO COUNTY
6401 LINDA VISTA ROAD
SAN DIEGO, CALIFORNIA 92111

(714) 292-3679; 292-3649; 463-6352

DIRECTOR: Charles Ballinger

HOURS: Monday through Thursday, 1:30-5:30, September-June. Monday through Thursday 8:30-1 and 3:30-5:30, June-September. Summer programs operate all day.

PROGRAM: The Teaching Learning Centers project is a countywide inservice education program with four goals: (1) to provide opportunities for teachers to enhance their teaching skills; (2) to provide opportunities for districts to improve their instructional programs; (3) to provide opportunities for teachers to interact, share, and learn from each other; and (4) to provide more direct services to districts and teachers.

There are two centers: one is a self-contained, specially designed mobile unit that is relocated periodically at selected school sites in San Diego County. The other center is located in a converted classroom that has been designed specifically for teacher inservice and professional growth.

An extensive needs assessment is conducted that provides for input from teachers and their aides. From the nearly 400 program suggestions received, a monthly schedule of inservice programs is organized and presented. Activities include after-school workshops, summer day workshops, seminars, and instructional materials preparation. All relevant instructional topics are covered. Teachers are encouraged to be leaders in all activities. The center is open on a drop-in basis for all school personnel.

RESOURCES: (1) A mobile unit (12' x 60') has been specially equipped to be a portable classroom with a small library materials display, a materials construction center, a video recording system, a copying service, and a small kitchen. (2) A school classroom has been redecorated for teacher inservice and professional growth with extensive media resources available.

STAFF: Charles Ballinger, director. Each center has a part-time secretary. San Diego County's several curriculum and instruction coordinators provide the primary staff support, while coordinators from the department's Pupil Services section also share the responsibilities and tasks. A large number

	of resource people not employed by the Department of Education are also invited to be consultants.
SETTING:	The mobile unit travels quarterly to any of San Diego County's school districts that request and prepare for it. In 1981 the unit was located at Escondido Union School District, Chula Vista City School District, Ramona Unified School District, National City School District and Encinitas Union School District. The stationary Teaching Learning Center is located at Parkway Junior High School, La Mesa/Spring Valley School District.
PARTICIPATION:	School-related personnel from San Diego County (grades K-12), participate mostly on volunteer time, including teachers, aides, volunteers, parents, and administrators. Occasionally, release time is arranged by local districts that request a particular inservice program at the centers.
FEES AND CREDIT:	Free. Participants may earn one to three college units of credit for which they pay registration fees.
AFFILIATION AND SUPPORT:	Department of Education, San Diego County.
DECISION MAKING:	Decisions are made by the participating school personnel within each geographical region where the Teaching Learning Centers are located.
ORIGIN:	Started in response to requests from local districts in San Diego County to provide services for their teachers that would be located closer to their school sites. The center began operating in fall 1977.
INFORMATION:	Brochure; monthly calendar of events.

SAN FRANCISCO TEACHER CENTER

2550 25th AVENUE
SAN FRANCISCO, CALIFORNIA 94116

(415) 665-9490

DIRECTOR: Elaine C. Fong

HOURS: Monday through Friday, 8:30-4:30. Closed during the summer except for scheduled workshops.

PROGRAM: The San Francisco Teacher Center recognizes the need for continuing staff development of teachers, administrators, and paraprofessionals. It support a variety of approaches to personal and professional develoment. It believes that the workshop programs will provide the opportunity for teachers, administrators, and paraprofessionals to gain the knowledge and skills that they feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession.

Workshops are offered after school and on Saturdays on topics including classroom organization and management, assertive discipline, mastery learning strategies, learning styles, kindergarten curriculum, art, guitar, language arts for limited English speaking students, teaching reading, writing, mathematics, science and computer technology.

EVALUATION: Participants fill out an evaluation form after each workshop. A follow-up feedback system is being developed.

RESOURCES: The San Francisco Teacher Center is a staff development delivery system. Consultants or workshop presenters come from within San Francisco and from local universities.

STAFF: Elaine C. Fong, director; Partricia Welsh, coordinator; Diane Panagotacos, field corodinator. All are full time.

SETTING: The center is located in a former elementary school in the Parkside district of San Francisco. The district's curriculum and staff development offices are also housed in the building. This centrally located facility has ample parking and is readily accessible by public transportation.

PARTICIPATION: The center is open to all school personnel, preschool-12, from public, private, and parochial schools in San Francisco. Release time is available for teachers to attend conferences, meetings, and workshops.

FEES AND CREDIT: No fees are charged to participants. Teachers may earn district inservice credit for salary increments.

AFFILIATION: San Francisco Unified School District.

SUPPORT: The San Francisco Teacher Center is funded by a US Department of Education (formerly USOE) Teacher Centers Program grant, which provides staff salaries, consultants, release time, and curriculum materials. San Francisco Unified School District provides office and workshop space.

DECISION MAKING: The 17-member policy board includes 10 classroom teachers, a member of the school board, a representative appointed by the school board, a representative from Bay Area universities, school site administrators, and representatives from organized parent groups. The board, which meets once a month, makes policy decisions on workshop programs and hiring of staff, and sees that needs assessment results are prioritized and programs implemented through the director and staff.

ORIGIN: The San Francisco Teacher Center has been in operation since February 1980, when it received a grant from the federal Teacher Centers Program.

INFORAMTION: Monthly newsletter, "San Francisco CENTERGRAM"; fliers announcing workshops. A staff development handbook is being developed.

TEACHER CENTER
STAFF DEVELOPMENT CONSORTIUM--
SANTA CLARA COUNTY EDUCATORS

PROGRAM DEVELOPMENT DEPARTMENT
MS 237
100 SKYPORT DRIVE
SAN JOSE, CALIFORNIA 95115

(408) 299-4885

DIRECTOR: Joanna Dee Servatius

HOURS: Monday through Friday, 8-5. Open all year.

PROGRAM: The Teacher Center is a service--not a place--designed by teachers for teachers and others involved in meeting student needs in Santa Clara County. Objectives of the center include analyzing teacher needs for staff development; identifying existing staff development resources; linking expressed needs with known resources; creating staff development programs in the areas of teaching strategies and instructional management; and training staff development specialists who can train others. On request, the center will arrange for teachers to be peer consultants and will help arrange classroom visits to view exemplary programs. The center also assists districts in creating their own staff development policies and programs and in coordinating programs among Consortium members.

A major focus of the center is training for teachers in instructional strategies that increase students' time on task. For example, in August 1981, the center, in cooperation with the California Commission on Teacher Preparation and Licensing and the Institute of Educational Leadership, presented a symposium entitled "Time to Learn-Research and Practice Meet," which highlighted current research on how students' time on task affects their achievement, how teachers can increase time on task for students, and how principals and staff developers can enhance this process.

EVALUATION: Activity logs are kept on all center activities. Every client is asked to complete an evaluation of services and workshop participants complete an evaluation form.

RESOURCES: Office of the Santa Clara County Superintendent of Schools (the LEA) provides: library, educational media center, Central California Center for Educational Improvement, conference center, educational TV station. The Teacher Center, which operates as a service, does not provide space for teachers to work.

STAFF: Joanna Dee Servatius, program director; Cora Lee Mack and Dottie Radcliffe, staff development specialists; Noris Robertson-Kargbo, secretary.

SETTING: The Teacher Center is located in an open space office in the building that houses the LEA (Office of the Santa Clara County Superintendent of Schools). The LEA is a large intermediate unit located in San Jose, California, and serves a region of 33 school districts. San Jose, home of the medfly, is approximately 50 miles south of San Francisco.

PARTICIPATION: The center coordinates staff development programs and services for 14,000 teachers and 11,000 support staff in 33 school districts in Santa Clara County. Public and private school teachers, K-12, participate mostly on volunteer time, with limited release time available (release time is questionable for 1981-82). Administrators, counselors, specialists, librarians, and other educators also participate.

FEES AND CREDIT: No fees for general programs. Nominal fees for special summer events, which are self-supporting. University credit offered through San Jose State University for courses taken on non-release time.

AFFILIATION: The center is a consortium of 22 public and private elementary secondary, and unified school districts, universities, and teacher organizations in Santa Clara County.

SUPPORT: Funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program. The Office of the Santa Clara County Superintendent of Schools, which acts as fiscal agent, provides office space and makes its resources available to the center.

DECISION MAKING: Policy board consists of teachers and administrators from participating districts. The board and the LEA jointly hire and supervise staff.

ORIGIN: The center opened on October 1, 1979, with a grant from the federal Teacher Centers Program.

INFORMATION: Brochure about center; brochure on Learning Mastery Teaching; newsletter announcing staff development activities.

MARIN TEACHER LEARNING COOPERATIVE

1111 LAS GALLINAS AVENUE
SAN RAFAEL, CALIFORNIA 94903

(415) 499-5811

DIRECTOR: Karen Kent

HOURS: Monday through Friday, 8-5. Closed the month of July. Instructional Materials Center open all year.

PROGRAM: The purpose of the Marin Teacher Learning Cooperative is to provide inservice training programs to meet the stated needs of preschool-12 teachers in Marin County and to develop a file of resources and programs that can be shared. Classes and workshops in reading, writing, self-esteem, career change, school climate, classroom management, and microcomputer use are offered. Development of the center has been coordinated with the Marin County Office of Education Instructional Materials Center. The center also acts as broker in matching teachers with staff development programs prepared by outside agencies, special education and consolidated programs (ESEA Title I, School Improvement Plan, ESL).

EVALUATION: Paritcipants and instructors are asked to fill out evaluation forms after each workshop or class. Policy board, with assistance, developed process evaluation to assess year's achievements and to set directions for the following year.

RESOURCES: Space for the teacher center is shared with the Instructional Materials Center. Teacher-made materials are included along with media and professional library materials. We have access to a multipurpose room and two meeting rooms in the building. Space in various areas in the county is available through local school districts, banks, and savings and loans.

STAFF: Karen Kent, full-time program manager; five advisors; Eva Voith, full-time secretary/clerk; a staff assistant.

SETTING: TLC is housed in the new Marin County Office of Education, a remodeled elementary school, located in north San Rafael, county seat and population center of the county which is just north of San Francisco. The county is urban/suburban along the Highway 101 corridor, while West Marin is rural and served by schools a good distance from each other, including some one-and two-room schools.

PARTICIPATION: The majority of participants are classroom aides, teachers, preschool-12, and administrators. Parents and community members are invited to participate in many of our activities. Local districts provide policy board teachers with release time to attend meetings.

FEES AND CREDIT: Participants from non-member school districts pay a fee for workshops. Consortium member districts pay an annual fee based on the following schedule: average daily attendance under 499--$300; 500-999--$500; over 1000--$800. Credit is usually arranged through Dominican College or California State College--Sonoma.

AFFILIATION: The TLC is a consortium of public school districts, private schools, and community agencies that provide programs for children in Marin County. The fiscal agent is the Marin County Office of Education, which has been a member of the consortium since the beginning of the TLC in 1976.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program grant pays for staff salaries, some consultant fees, some release time, and some materials. The County Office of Education provides office and center space and utilities. Member districts provide policy board release time, some consultant money, and workshop and conference materials and fees. Member districts provide space for workshops at no cost to the center.

DECISION MAKING: Since the TLC began, in 1976, the programs have been planned and run by a committee consisting of one teacher representative from each member organization, two or three district curriculum administrators, and a principal. With federal funding, this group has become the policy board with responsibility for hiring staff. Staff is supervised by the coordinator of curriculum, who is the county office representative on the policy board.

ORIGIN: In January 1976, a number of Marin County elementary school districts met, at the request of one of the local school superintendents, for the purpose of exploring strategies for increasing professional growth and development activities. Because of the drop in school revenues caused by revisions in the California school finance system and a dramatic decline in enrollment, participating districts no longer possessed the human, financial, or physical resources to offer adequate inservice training activities. Therefore, maximum cooperation and coordination of resources were imperative.

By May 1978 formal membership had expanded from three districts to 12, the Marin County Office of Education (representing four rural schools, vocational and special education), and five private schools. Inter-district sharing of workshops took place, new courses based on teachers' interests developed, and a working budget was established. A proposal was submitted to the federal Teacher Centers Program, and the center was funded in fall 1979.

INFORMATION: Newsletter and flier.

VALLEJO TEACHER CENTER

STAFF DEVELOPMENT CENTER
VALLEJO CITY UNIFIED SCHOOL DISTRICT
321 WALLACE AVENUE
VALLEJO, CALIFORNIA 94590

(707) 643-2531

DIRECTOR: William Loudon

HOURS: Monday through Friday, 8-4. Closed during summer.

PROGRAM: The purposes of the Vallejo Teacher Center are to improve the skills of teachers and principals in developing the kind of curricula that is responsive to the diverse needs of students; using educational research to apply effective teaching practices; responding to the special needs of students.

Teachers and principals of elementary, special education, junior high, and high school students attend training sessions--based on the concept of Madeline Hunter's "Clinical Teaching"--at the center on released time. Training addresses curriculum development, teaching skills, special needs of students, and instructional supervision.

The training for participants who are new to the center takes place in three three-day sessions (fall, winter, spring), each followed by on-site classroom observation with feedback relevant to the training cycle content. Activities include lessons by center staff and/or consultants, large- and small-group discussions, practice sessions, classroom observations, and live or videotaped demonstration lessons that model the skills being taught.

The training for second-year participants includes advanced sessions in "Task Analysis--A Tool for Curriculum Development"; "Procedures for Analyzing Teaching Effectiveness"; and "Classroom Management."

Principals and resource teachers receive training in instructional supervision as a means of continually refining their skills and abilities in promoting the school-site/classroom application of effective teaching practices. Nine mornings distributed over the school year are devoted to this activity.

EVALUATION: The evaluation form uses a four step check for effectiveness plus space for participants to write supportive statements or suggestions for program improvement. Information is monitored by policy board.

STAFF: Full-time: William Loudon, director; Margaret Blocker, teacher trainer; Sherwin Low, teacher trainer; Pam Mullin, teacher trainer. Norma Difuntorum, half-time secretary.

SETTING: Five classrooms, two of which are used predominately for training. All are located at the same site situated centrally in the small city of Vallejo, located on San Pablo Bay, 30 miles northeast of San Francisco.

PARTICIPATION: Teachers, principals, supervisors participate during the school day. All participants needing substitutes are provided same for every day of training (the center pays for substitutes). Training days vary from three to nine during the school year, depending on activity selected.

FEES AND CREDIT: None.

AFFILIATION: Vallejo School District.

SUPPORT: Supported by California State Department of Education staff development funds.

DECISION MAKING: The policy board consists of 11 members, eight of whom are classroom teachers, one representative from the University of California, Davis, and two school board representatives. Program decisions and hiring are determined jointly by board and staff; supervision is the responsibility of the center director.

ORIGIN: Grew out of the Professional Development Center in Vallejo (the teacher center serves schools the PDC does not serve). Two administrators in the district, Joe Wardlaw and Joan McDonald, were instrumental in writing the proposal for the Department of Education (formerly USOE) funding, which was received in the fall of 1978. When federal funding ended in 1981, the state legislature and department of education granted the center state staff development moneys to continue.

INFORMATION: Project abstract. Training calendar and description of training activities.

SCHOOL RESOURCE NETWORK

535 EAST MAIN STREET
VENTURA, CALIFORNIA 93009

(805) 654-2164

DIRECTOR: Steve Kingsford

HOURS: Monday through Friday, 8-5. Open all year.

PROGRAM: The School Resource Network is a service for educators that matches a variety of resources with educational needs. On request SRN will attempt to respond to any request no matter how large, small, or unusual. Material sources or units of study are available on the following topics: ordering free materials, math games and activities, bookbinding, planets, and other areas. Other services provided are continuums in health, physical education, language, and math; SMERC (San Mateo Education Resources Center, an education information service) searches or literature on topics such as viedotaping, opening a private school, special education, motivation, and chemistry; classroom speakers; inservice training in areas such as metrics, movement education, music, dance, filmmaking, stress, reading comprehension, math management, and oral language. SRN also supplies consultants on a one-to-one or group basis. Requests for service are made by telephone, in writing, or through school liaisons.

NEEDS ASSESSMENT: A written, formal needs assessment was conducted, but staff found that information gathered verbally and informally by school liaisons was more valid in determining the needs of teachers. Meetings are held regularly with school liaisons. A "Workshop Shopping List" allowing participants to select and develop their own staff development programs is also used. Schools may request a team of trained teachers to assist in planning sessions (facilitator team).

EVALUATION: A feedback form, asking participants to evaluate SRN's response and the service provided, is included with each service request form.

STAFF: Steve Kingsford, full-time director, Ventura and Santa Barbara Counties. Ventura County: Donna Coffey, Lynn Rud, and Jane Withrow, resource consultants; Lynne Smith and Carol Ann Rose, clerical assistants. Santa Barbara County: Mary Monroe, Judy Headley, and Bonnie Zaharias, resource consultants.

SETTING: Ventura County office is located in one large room on the second floor of the Office of the Superintendent of Schools in the downtown part of old Ventura. Santa Barbara County office is located in the library of the Santa Barbara County

Superintendent of Schools office. Ventura and Santa Barbara are on the coast in southern California, north of Los Angeles.

PARTICIPATION: Mostly K-6 teachers from Ventura and Santa Barbara Counties. Also 7-12 teachers, administrators, paraprofessionals, school board members, parents and community members.

FEES AND CREDIT: Services are free. Graduate credit for summer workshops available through California Lutheran College for Ventura County participants and University of California at Santa Barbara for Santa Barbara County participants. Materials are provided either free or at cost.

AFFILIATION: Santa Barbara and Ventura County Offices of Education. Salaries are paid through the Ventura County Schools office from the funding received.

SUPPORT: The SRN receives its primary funding from the California State Department of Education with Ventura County Superintendent of Schools serving as LEA. Local districts also contribute to this funding.

DECISION MAKING: Director hires and supervises staff. The thirteen-member policy board consists of six public school teachers, one nonpublic school teacher, one institution of higher education representative, one Santa Barbara County Superintendent of Schools representative, two school-site administrators, and one parent.

ORIGIN: The impetus for starting a teacher center came from the superintendents of Santa Barbara and Ventura Counties, who asked the Ventura County staff to explore requirements for a federal teacher center proposal. A policy board was formed to write and submit a proposal, and the center opened on September 15, 1978. When federal funding ended in 1981, the state legislature and department of education granted the center state staff development moneys to continue.

INFORMATION: Periodic fliers and memos to clients and school liaisons.

TULARE COUNTY TEACHERS' CENTER

EDUCATION BUILDING
COUNTY CIVIC CENTER
BURREL STREET
VISALIA, CALIFORNIA 93277

(209) 733-6570; 733-6433

DIRECTOR: Eva Dent

HOURS: Monday through Friday, 8-5. Open all year.

PROGRAM: Tulare County Teachers' Center serves the teachers of the county by providing a place where they can drop in for make-and-take, to consult idea files, and to examine materials. The center also develops, in conjunction with the advisory group, source booklets for the schools (e.g., Human Resource Booklet on Field Trip Information) and a Teacher Center Material Catalog and Supplement for the schools.

RESOURCES: Curriculum library, commercial and teacher-made materials (available on loan), professional library, audiovisual equipment, microfiche reader, laminator, ditto and mimeographic equipment, access to offset press and computer terminals.

STAFF: Eva Dent, part-time manager; Diane Greeson, part-time secretary: two part-time employees to develop teacher ideas and to maintain and keep materials in order.

SETTING: Housed in the county's Education Building, the center has access to the education resource centers, multimedia center, planetarium, and two open space classrooms in the same building. Visalia is located five miles east of Interstate 99, 40 miles south of Fresno, in the San Joaquin Valley.

PARTICIPATION: Teachers and administrators, mostly K-8 from public and parochial schools, attend on volunteer or release time. Aides, principals, day-care teachers, school nurses, psychologists, speech therapists, resource teachers, and community members also participate. Center users come from 43 school districts all over Tulare County, a large rural area.

FEES AND CREDIT: Free (nominal fees for materials). No credit.

AFFILIATION AND SUPPORT: Tulare County Department of Education.

DECISION MAKING: Advisory committee composed of 24 K-8 teachers and resource personnel from districts throughout Tulare County meets monthly. The committee is responsible for recommending priorities for the year and for evaluations and suggestions. Members communicate their staff's ideas and requests to the committee-at-large.

ORIGIN: The center was established in 1976 with the support of Tulare County schools superintendent to meet the needs of county educators.

INFORMATION: Monthly newsletter/calendar; annual report to the county superintendent.

DENVER TEACHERS' CENTER

3800 YORK
DENVER, COLORADO 80205

(303) 837-1000, ext. 2742

DIRECTOR: Ann Weeks

HOURS: Monday through Friday, 8-4. Open during the summer.

PROGRAM: During the first year of operation, we are communicating with teachers to let them know about the center by sending out fliers, writing articles, and giving a short presentation about the center on request in the schools. The center has also worked with administrators requesting assistance in setting up services for specific groups, such as bilingual teachers.

The center provides workshops around the top ten needs of both elementary and secondary teachers, determined by a formal needs assessment, and has sent a letter to the principal and faculty representative in each school telling them what their schools asked for and offering to help. Workshop topics include: "Introduction to PTA in Elementary Schools"; "Learning Centers for the Gifted and Talented"; "Spring Art Surprises"; "Everything You've Always Wanted To Know About The Low Achiever In Reading And No One Ever Taught You"; "Communication Begins at the Teachers' Center: A Winter Workshop in Language." The center is also open for drop-in use.

Mini-awards of up to $200 are offered to teachers. Projects awarded from the first round of applications include "Juvenile Crime Prevention Program," "Basic Health and First Aid Self Care for Elementary Students," and "A Language Arts Solution to the Dilemma of Teaching Math Problem Solving."

We are developing a Talent Bank of teachers who are available as consultants, to present workshops, and are willing to have other teachers observe them in their classrooms. The Talent Bank also includes university, business, and community consultants and lists material resources in the center and the community.
The center also offers the Swap Shop, which provides inservice pay for teachers who work and share ideas with other teachers after school.

EVALUATION: Participants are asked to fill out an evaluation form after each workshop. A feedback form is sent to participants two to three weeks after using the center.

RESOURCES: The office is in a separate building, about 15 minutes from the center. The center has two connecting rooms with a sink in each room; a bathroom; lounge with refrigerator. We are planning a make-and-take area and are scrounging in the community for comfortable chairs. We plan to buy a laminator, and there are rumors of a button maker somewhere in the district that we are trying to track down. We have bought and gathered bilingual materials, ditto masters, posterboard, and so forth.

STAFF: Ann Weeks, director; Peggy Chiovitti-Moritz, project teacher; Eula Lee Derks, clerk.

SETTING: The office is located in the Staff Academy Building (the district's staff development offices) in the northeast part of Denver. The center occupies two adjoining rooms on the second floor of an elementary school in the center of the city.

PARTICIPATION: Public and private teachers, K-12, from Denver participate on volunteer and release time. Administrators also use the center.

FEES AND CREDIT: No fees. Courses are offered for both university and recertification credit. Teachers pay any fees for credit courses.

AFFILIATION: Denver Public Schools.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: Sixteen-member policy board representing elementary and secondary teachers, administrators, higher education, private schools, and parents. The policy board hires staff and makes programming decisions in collaboration with staff. The director makes day-to-day decisions.

ORIGIN: About five years ago, a group of people in the district, lead by Dorothy Majors, got together to discuss staff development. When federal money became available, they wrote a proposal to the Teacher Centers Program, which was rejected. Out of that proposal, the Staff Academy, the district's staff development program, evolved. The group sent a second proposal for federal funding the next year, and that, too, was rejected. A third proposal was funded, and the center opened in November 1981.

INFORMATION: Monthly newsletter, fliers, brochures.

SOUTHEASTERN COLORADO EDUCATIONAL RENEWAL CENTER

c/o LAMAR PUBLIC SCHOOLS
210 WEST PEARL
LAMAR, COLORADO 81052

(303) 336-2971

DIRECTOR: John H. Holcomb

HOURS: Most activities take place during the summer.

PROGRAM: The Educational Renewal Center provides quality, varied, and relevant instructional programs for the educators of southeastern Colorado for the following purposes: to update and improve teaching and administrative skills; to provide exploratory courses for possible career changes; to expand educators' awareness of the educational environment in which they work; and to provide recertification and salary increment credit.

Two one-week institutes are offered in June and August. The June institute is primarily designed for horizons-expanding activities that allow educators to explore other fields, develop areas of interest, or explore possible career changes. The August institute is primarily a skillbuilding program, designed to help teachers and administrators sharpen the skills necessary to work with their students in the fall. Each institute, designed by an advisory committee of local teachers and administrators, offers two semester hours of credit for certification renewal. During the school year, ERC offers traditional extension courses, specially designed burn-out prevention experiences, and a program for research and development. In addition, ERC has cooperated with Adams State College in developing a field-oriented master's degree program. The program requires that students spend six weeks during the first summer of the program at Adams State College taking required courses and tests for entrance into the graduate program. During the academic year, students work in the school district completing research projects agreed upon by the student, Adams State College, and the school district. The final part of the program involves classroom work completed in the Lamar public schools.

ERC also offers a speakers bureau, which provides prominent regional and national figures to address either the community or the educators of the Southeastern Colorado Board of Cooperative Educational Services.

EVALUATION: The Colorado Department of Education requires a formal evaluation of each class offered for certification renewal credit. ERC also asks participants to complete a form evaluating the ERC concept, which also acts as a needs assessment for future programs.

RESOURCES: Teachers generally provide their own materials; some are provided at the time of the class.

STAFF: John H. Holcomb, director.

SETTING: All schools in the district are available for the academic year programs. Summer institutes and lectures sponsored by the Speakers Bureau are held at the district high school. Lamar is located in southeastern Colorado.

PARTICIPATION: Teachers and administrators from 15 southeastern Colorado school districts participate.

FEES AND CREDIT: Summer institutes: $25 per semester hour credit. Participants are charged a fee for academic year programs, depending on the actual cost of the program. The Speakers Bureau charges a $25 subscription fee for the community lectures; educational lectures are paid for from profits from ERC.

AFFILIATION: Lamar Public Schools.

SUPPORT: Self-supporting.

DECISION MAKING: The Director makes decisions, with the advice of a steering committee. Staff (instructors) are hired on an "as-needed" basis.

ORIGIN: The ERC grew from a concept the director had worked on for many years. It opened in the summer 1978.

THE BRISTOL TEACHER CENTER

632 KING STREET
BRISTOL, CONNECTICUT 06010

(203) 584-7835; 584-7865

DIRECTOR: Bob Lewandoski

HOURS: Open for workshops, usually scheduled after school, 3:15-5. Closed during the summer.

PROGRAM: The Bristol Teacher Center provides a structure through which teachers in the area can come together in a spirit of volunteerism and mutual support to meet personal and professional needs. Programming at the center reflects different needs and concerns each school year. However, a basic format is used: One featured workshop is offered each month, November through April, on topics such as "Reading Techniques for Teachers," "History of Bristol," "Recycling Can Be Fun," and "Movement Can Be Academic." Workshops are advertised in an annual catalogue distributed to all public school teachers, administrators, and private school principals. Special one-session programs advertised in the center's occasional newsletter are offered as opportunities or needs arise. Series workshops are offered, especially if the center is involved in a special project through the school district administration, regional educational service agency, state department of education, institution of higher education, or other educational organization. Each year at least one semester-length course for credit is offered at the center in association with an area college or university. Program presenters--hired consultants or volunteer presenters--are often classroom teachers.

EVALUATION: Individual workshops are evaluated through feedback sheets that ask teachers to rate on a scale the degree to which workshop objectives (as advertised in the workshop announcement) were reached. Anecdotal comments are also asked for.

RESOURCES: The center generally is used only as a place to house workshops. However, some workshops offered as a series do establish temporary collections of materials and inventories of equipment needed for special projects.

STAFF: Bob Lewandoski, director. Nine-member steering committee. All staff time is volunteered.

SETTING: The Bristol Teacher Center is located in a converted storeroom across the hall from the Bristol Public Schools' audio-visual center on the lower level of Bristol Eastern High School. The room is approximately the size of two classrooms and is furnished with donated furniture. Bristol is a city of about 55,000 people in central Connecticut on Highway 6 about 20 miles southwest of Hartford.

PARTICIPATION: Elementary and secondary school teachers from the Bristol Public Schools attend on volunteer time. Release time is available for workshop program development related to special projects. Programs are open to administrators as well as to staffs of private schools in the area. Community participation is welcome.

FEES AND CREDIT: There is usually no charge for workshops; there may be a charge for expendable materials used by participants. Regular fees are paid by participants for transcript credit courses. At least one semester-length course for credit is offered each year in association with an area college or university. Workshops offered as a series may be used by teachers as credits in lieu of transcript credit for placement on the sixth-year track. Some teachers use workshop credits in an alternative certification program permitted by the state of Connecticut.

AFFILIATION: The Bristol Teacher Center is an independent center affiliated with a regional education council consortium developed to promote teacher involvement in staff development; through the consortium a liaison exists with Central Connecticut State College. The center also participates in a statewide teacher center network promoted by the state department of education.

SUPPORT: An all-volunteer effort with major contributions for program funding coming from the Bristol Federation of Teachers. Bristol Board of Education allocates funds, if available, in regular budget categories such as standard supplies and in-kind services for room maintenance and telephone costs.

DECISION MAKING: Steering committee composed of six teachers and three administrators. Teachers are selected by the steering committee from among volunteers, and administrators are appointed by the superintendent. Standing committees (program, newsletter, grant, and house) are organized and supervised by the steering committee. The program committee develops program schedules, writes workshop objectives, selects presenters, hosts and evaluates workshops.

ORIGIN: The Bristol Teacher Center was established in 1975 as the result of negotiations between Bristol Federation of Teachers and the Bristol Board of Education. In a memorandum of understanding accompanying the 1975-77 contract, the board and the union agreed to work toward establishing a teacher center.

INFORMATION: Annual program catalogue and occasional newsletters.

PROJECT RISE TEACHERS' CENTER
(REGIONAL IN-SERVICE EDUCATION)

HALLS HILL SCHOOL
HALLS HILL ROAD
COLCHESTER, CONNECTICUT 06415

(203) 537-2117

DIRECTOR: Peter H. Martin

HOURS: Monday through Friday, 8:30-4:30; evening, weekend, and vacation hours as needed. Open daily most of summer, 8-2.

PROGRAM: Project RISE provides a service for teachers that will benefit classroom instruction, and defines that service according to the expressed needs of classroom teachers.

Project RISE, a regional inservice center and teachers' center, serves teachers, school administrators, and parents in the predominantly rural towns of Andover, Bozrah, Colchester, Franklin, Hebron, Lebanon, Marlborough, and Salem. The center offers many avenues by which teachers can grow professionally: (1) teachers' center facility--the center is a place where teachers, administrators, and parents can borrow resource materials that contain ideas for working with students of various abilities and interests and where they can create instructional materials for students; (2) advisory service--advisors work with teachers in their schools on a regular basis, bringing requested materials from the center to the schools, helping sponsors at the schools; (3) workshop series--over one hundred workshops are offered per year by Project RISE, some in the schools and others at the center; (4) small awards to teachers for developing and sharing special projects; (5) incentives for visiting other teachers' classrooms and working on curriculum projects with colleagues. The programs take place during school, after school, in the evenings, on Saturdays, and during spring and summer vacations.

EVALUATION: Contracted researcher/observer.

RESOURCES: Assortment of "scrounge" items, inexpensive materials, idea books, samples of teacher-made materials, laminator.

STAFF: Peter H. Martin, RISE director; Mary Keenan, teachers' center coordinator; Mary Jane Cook, part-time secondary advisor/consultant; Ettie E. Brewer, part-time elementary advisor/consultant; one full-time elementary advisor/consultant; Nancy Prescott, part-time elementary advisor/consultant and parent involvement specialist; Judy Arin-Krupp, adult development specialist.

SETTING: Large, carpeted room in modern school in Colchester, the geographical hub of a predominantly rural area in southeastern Connecticut.

PARTICIPATION: K-12 public and private school teachers, administrators, parents, board of education members participate on volunteer and release time. RISE pays the costs of substitutes for teachers who participate in all-day programs at the center and for teacher visitations.

FEES AND CREDIT: Teachers pay for consumable materials and for credit for courses. Most center activities are offered without credit.

AFFILIATION: RISE is a multi-town "consortium" of local boards of education.

SUPPORT: Funding sources include local board of education funds assessed from member boards on the basis of student population; ESEA Title IV-C funding; US Department of Education (formerly USOE) Teacher Centers Program grant; private foundation funding.

DECISION MAKING: Formal policy board decides center program, personnel, budget, and policy. RISE director supervises staff. For the mandated inservice component of RISE, staff development planning teams at each school made up of teacher representatives, principal, and RISE staff member design programs appropriate for that school. Local programs are open to all teachers in the service area because of a regionally coordinated calendar of inservice release days. Budget, policy, and personnel decisions for the mandated inservice component are made by the RISE Interdistrict Committee, composed of a board of education member from each participating town, upon the recommendation of the superintendent's advisory council, composed of superintendents of schools from each participating system, and a policy board.

ORIGIN: Peter Martin, formerly of the Center for Open Education at Storrs, Connecticut, was a consultant to the Colchester school system. The idea for Project RISE originated with his work and teachers' needs in the region. The center began in 1976 with an ESEA Title IV-C planning grant and received a federal Teacher Centers Program grant in September 1979.

INFORMATION: Newsletter; fliers.

OUTDOOR EDUCATION CENTER

REGIONAL DISTRICT #13
(DURHAM/MIDDLEFIELD)
76 MAIN STREET
DURHAM, CONNECTICUT 06422

(203) 349-3495, ext. 7

DIRECTOR: Lorrie West

HOURS: Monday through Friday, 8-4.

PROGRAM: This specialized teacher center is committed to using the outdoors as a living and learning laboratory to supplement classroom instruction in key curriculum areas; and to providing a district-wide sharing and support network among teachers by encouraging the pursuit of new ideas and assisting in the development of highly motivating student programs (both outdoors and indoors); by sharing knowledge, skills, and resources, both natural and community, available in particular content areas; and by matching teachers with common concerns and interests.

A sample of current programming includes student leadership training, natural history, genealogy, taxidermy, backyard history, adventure learning, and class overnights. A teacher-naturalist is available to assist in classroom and field study.

RESOURCES: Resource and curriculum library (1400 volumes); centralized collection of field study equipment; communication link with other state and regional organizations and programs.

STAFF: Lorrie West, full-time director and teacher-naturalist.

SETTING: A central office is maintained at the Strong School, on Route 17 in Durham, though contact work with teachers is done almost exclusively in their respective schools.

PARTICIPATION: K-8 teachers and administrators in six Durham and Middlefield schools.

FEES AND CREDIT: None.

AFFILIATION AND SUPPORT: Initially developed with Title IV-C monies, the Outdoor Education Center is now supported entirely by Board of Education funds.

DECISION MAKING: The expressed needs of district teachers ultimately determine directions taken by the center.

ORIGIN: The center was established with outdoor education as its primary objective and has since evolved into its role as a teacher center. Educators responded so positively to the staff's "doorstep delivery" of ideas and resources that this advisory work has become an increasingly important part of district curriculum and staff development. The center is in its fourth year of operation.

INFORMATION: Brochure.

TEACHERS' CENTER AT FAIRFIELD AND THE CHILDREN'S MUSEUM

224 MEADOW BROOK ROAD
FAIRFIELD, CONNECTICUT 06430

(203) 255-5411, ext. 2692, 2693

DIRECTOR: Bena Kallick, executive director; Carol Hunsicker, director.

HOURS: Monday through Friday, 8:30-4:30; open evenings and weekends for scheduled workshops. Open during the summer.

PROGRAM: The Teachers' Center at Fairfield is a supportive, responsive, stimulating, creative environment that promotes the active exploration of materials and emphasizes the study of children's learning as the basis for teachers' professional development.

The center offers credit and non-credit workshops. Daytime, after-school, and weekend workshops and program packages are available for teachers, parents, day-care and preschool leaders, PTA groups, and student teachers. Staff hold in-classroom workshops during school hours for teachers and children.

Advisory services for teachers, providing individualized assistance in classrooms or a group support system within schools, are available through the center.

The Children's Museum, a program of the Teachers' Center, runs weekend workshops, activities, and special events for parents and children in thematic multi-cultural studies, such as Colonial, African, Native American, and Hungarian. Teachers bring classes for field-trip visits.

The center has a small publishing business and offers publications for sale.

EVALUATION: Informal evaluation is built into the center's program. Four evaluation studies have been published by the center.

RESOURCES: Darkroom, arts studio with kiln, wood and metal shop, sewing and needle craft areas with machines, modified greenhouse, indoor and outdoor gardens, animals, math and science labs, weaving center with spinning wheel, "found sound" area for music, children's art gallery, audiovisual equipment, library, curriculum materials, displays, kitchen.

STAFF: Bena Kallick, executive director; Carol Hunsicker, full-time director; four part-time staff.

SETTING: The center occupies a former Fairfield elementary school near Long Island Sound, close to Bridgeport, Connecticut, and about 25 miles from New Haven.

PARTICIPATION: The center is used by K-12 teachers from public, private, and parochial schools, administrators, support staff, graduate students, preschool and day-care workers, parents, and children from a wide radius in Connecticut and New York State. Participation is mostly on volunteer time, although some teachers attend on release time through school district contracts for advisory work.

FEES AND CREDIT: Workshop sessions cost about $3-5; advisory sessions are arranged for a school system at varying rates; in-classroom workshop packages (nine hours) cost $325 (school board or PTA can fund). The museum charges a $20 registration fee to each school; thereafter museum workshop fees are $3 per child.

AFFILIATION: Independent, non-profit organization.

SUPPORT: Workshop and admission fees. The Children's Museum has received grants of matching funds from the Connecticut Commission on the Arts, NEH Youth Project grant, McDonald Foundation, National Endowment for the Arts, and the Connecticut State Department of Education, and contributions from the Young Women's Club of Westport, the Celanese Corporation, and individuals.

DECISION MAKING: A board of advisors, composed of teachers, community people, and Fairfield University faculty, and a policy review board composed of teachers and Fairfield University faculty.

ORIGIN: The center grew out of the grassroots efforts of Joanna Nicholson, Bena Kallick, and June Gould, all former teachers, to form an open classroom advisory in Westport in the late 60s. They gathered materials, gave programs, and set up workshops. Local attention and encouragement resulted in a proposal to the Dean at Fairfield for a course. This in turn led to the founding of the center.

INFORMATION: Brochure, newsletter. "First Teacher" (published monthly for people who care for young children) 12 issues for $15; "First Teacher for Parents" (published monthly for relatives and adult friends of young children) 12 issues for $10.

HARTFORD TEACHERS' CENTER

OLD KINSELLA SCHOOL
42 CHARTER OAK AVENUE
HARTFORD, CONNECTICUT 06106

(203) 566-6715

DIRECTOR: Dorothy H. Billington

HOURS: Monday through Friday, 8:30-4:30; open til 5 for workshops, courses, and club meetings. Closed during the summer.

PROGRAM: Our center is more of a concept than a specific location or program and is built around the concept of teachers helping teachers. The center is open for drop-in use and for make-and-take activities. Workshops, such as drawing on the right side of the brain, promoting language skills through music, using journalistic writing techniques in composition, stereotypes in children's literature, and minicourses, such as beginning and intermediate Spanish, multicultural understanding: Puerto Rican and Afro-American cultures, writing for educational publications and chisanbop are offered. Courses are sponsored in cooperation with the University of Connecticut, such as The Adult Learner, a study of life cycles from young adulthood to retirement with emphasis on the essential role of change and stress in fostering growth. In addition to an emphasis on academic programs, the center coordinates a health and fitness club that offers seminars on diet, nutrition, and fitness and activities such as aerobic dance, jogging, and walking. In 1979, a computer club was organized for those interested in learning about and discussing classroom and other instructional uses of computers.

Incentive grants are available for Hartford educators to work on curriculum development or inservice activities and on developing and implementing individual grade or department needs. Some of the grants awarded have been: Child Development/Parent Education through Art and Clothing, Development of SACT Curriculum and Materials for the Learning Disabled Student at the Secondary Level, Music as a Teaching Tool, and Acquisition of Standard English--A Question of Awareness and Motivation. Final reports of the projects are available from the center.

RESOURCES: The HTC has converted an auditorium for drop-in and meetings, which contains a casual lounge, an assembly area, a machine area, and displays of learning games, kits, textbooks, workbooks, and a wide selection of teacher made materials for language arts and math. Next to this area is a room that houses the professional resource library containing professional journals, research studies, ERIC catalogues, proposal books, and sample classroom textbooks. Films for loan are available. The center also maintains a Teacher Idea Exchange--a bank of

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ideas from teachers. A small gymnasium adjacent to the library is used for physical fitness programs.

STAFF: Dorothy H. Billington, director; University of Connecticut liaison; secretary; teacher resource practitioners.

SETTING: The center facilities are on the first floor of a three story abandoned city school, which houses various programs, including a senior citizen agency. This setting makes it possible to serve directly and immediately early childhood, special education, bilingual, school volunteers, and health programs.

PARTICIPATION: Elementary and secondary public and non-public school teachers, paraprofessionals, and administrators participate on volunteer and release time. Parents and community also participate.

FEES AND CREDIT: Mini-courses are offered for inservice credit. Teachers and paraprofessionals can receive up to twelve inservice credits per year, which can be applied to salary credits. University credit courses from various colleges are offered. There are no fees for participants who are employees of the Hartford Board of Education and the non-public schools.

AFFILIATION: The Teachers' Center is sponsored by the Hartford Board of Education and is affiliated with the University of Connecticut.

SUPPORT: Funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: The Hartford Teachers' Center is governed by a 16-member policy board comprised of a majority of teachers as well as representatives from the non-public schools, the central office, the Board of Education, the paraprofessionals, the parents organization, the administrators, and the University of Connecticut.

ORIGIN: The center opened October 1, 1979, with a grant from the federal Teacher Centers Program.

INFORMATION: Monthly newsletter and calendar. Periodic fliers of educational interest to teachers.

RESCUE'S CREATIVE TEACHER CENTER

RR #2, GOSHEN ROAD
LITCHFIELD, CONNECTICUT 06759

(203) 567-0863

DIRECTORS: Nancy Ellis and Sue Williams

HOURS: Monday through Friday, 8:30-4. Open for teachers to use in the summer, but no scheduled programs.

PROGRAM: The purposes of the center are: (1) To provide a forum for exchange of creative ideas and techniques of teaching. (2) To provide a facility for teachers to meet, exchange ideas, and participate in workshops. (3) To provide a resource center of books, games, and stimulate the professional growth of teachers.

A series of ten workshops per year is offered for teachers in grades K-8. The emphasis is on "hands-on" programs, with make-and-take workshops being among the most popular. Examples of workshops include "Working with the Hyperactive Child" and "How Do You Get Turned on Writers?" Inservice workshops are held at schools in the area.

EVALUATION: All workshops are evaluated by participants.

RESOURCES: Professional library of books and journals. Materials, such as poster board, dice, spinners, with which to make games.

STAFF: Nancy Ellis, coordinator of instructional services; Sue Williams, curriculum specialist; Alicia Drown, full-time secretary.

SETTING: RESCUE's office on R.R. #2, Goshen Road, in Litchfield, is in an old New England home converted to an operating school. The teacher center is located in the library on the first floor. The center is part of RESCUE facilities and is situated in a small, rural town.

RESCUE (Regional Educational Services Center through Unified Effort) is one of six educational services centers in Connecticut. The Creative Teacher Center is part of RESCUE's Instructional Services Department.

PARTICIPATION: Participation is open to elementary and middle schools throughout northwestern Connecticut. Currently some 39 schools are members, meaning that all teachers within those schools may avail themselves of programs, mostly on volunteer time. Individual memberships are available for teachers in non-member schools. Inservice workshops at schools are held during the school day.

FEES AND CREDIT: Yearly membership fee is currently $125 per school or $18 per individual. When courses are offered for credit, participants pay the necessary fees.

AFFILIATION: The Creative Teacher Center is part of the Instructional Services Department of RESCUE, a Regional Educational Services Center located in Litchfield.

SUPPORT: Support comes from school districts throughout the northwestern part of Connecticut.

DECISION MAKING: Input is solicited from Creative Teacher Center members. Final decisions must be approved by RESCUE's executive director and coordinator of instructional services.

ORIGIN: The Creative Teacher Center was developed in 1975 as an arm of RESCUE's Instructional Services program.

INFORMATION: Monthly newsletter containing practical classroom activities in reading, language arts, and mathematics. A handbook is printed and distributed to members twice a year.

THE TEACHER CENTER, INC.

425 COLLEGE STREET
NEW HAVEN, CONNECTICUT 06511

(203) 776-5987

DIRECTOR: Corinne Levin

HOURS: Monday through Thursday, 9:30-5:30; Friday, 9:30-4:30; open evenings and Saturdays when workshops are scheduled.

PROGRAM: The Teacher Center is both a place and a concept; a place where skills are improved and innovations shared; and a concept of professional growth that values the integrity of each teacher's work and values the horizontal spread of change in contrast to traditional ideas of supervision as the primary mode of raising standards of practice. The center sponsors after-school and evening workshops, drop-in counseling and advisory services, and in-class advising. In its Title XX Early Childhood Program, the center provides primary and specialty advisors, workshops, field trips, and early childhood courses for credit through the University of Bridgeport. Workshops and advisory assistance for schools, parents, community programs, and institutions of higher learning are available by arrangement. Advisory services are initiated on the basis of teachers' and parents' suggestions. Conferences and special events are planned to broaden community awareness and involvement with crucial issues and to provide a basis for the networking of existing groups.

RESOURCES: Resource boxes--collections of objects, writings, and references on topics, such as the Holocaust, King Tut, Southwest Indians, apples, China--are available at the center. Teachers can borrow a box for a couple of weeks to use for whole class or for individual students. Each box includes a resource pamphlet that tells how to use it and a flow chart indicating all the topics with which the box can connect. Created with funds from a multiethnic studies grant, the resource boxes were developed from curriculum designed by teachers.

Library; resource and curriculum materials; work and display areas in early childhood education, arts and crafts, math and science, social studies; multicultural materials; learning environments; a recycling center (including fabrics, binding, beads, paper, plastic, foam), and a bookstore. Filmstrips, film/slide projector, record player, tape recorder, video equipment, and a primary typewriter are available.

STAFF: Corrine Levin, full-time director; Jan Murray, full-time educational advisor and artist-in-residence; Karen Belinky, half-time program developer; Marie Acquavita, administrative assistant, Barbara Henry, project coordinator for resource boxes; and primary and specialty advisors. Additional staff-has been provided by CETA; Jessie Smith; the Skill Center, a local business college; and volunteers.

SETTING: The center occupies the basement in the First United Methodist Church in downtown New Haven, off the city Green and at the edge of the Yale campus. A grant from the National Endowment for the Arts has created an environment that is both practical and aesthetic.

PARTICIPATION: Public and private school teachers from New Haven and surrounding school districts are encouraged to participate. Day-care staff participate in programs on release time. Paraprofessionals, parents, students, administrators, student teachers, and college faculty also attend the center.

FEES AND CREDIT: Yearly membership, $7.50; a special school rate of $4 per person is also available. Individual workshops, $2-3 plus materials fee. The resources of the center are available to parents, teachers, and community groups. Credit is given by the University of Bridgeport and Fairfield University.

AFFILIATION: The teacher center is an independent, non-profit resource and advisory.

SUPPORT: Title XX (federal Social Security Act); past and present funding: New Haven Public Schools, State Department of Social Services, Edward Hazen Foundation, New World Foundation, New Haven Foundation, Connecticut Commission on the Arts, US Department of Education Ethnic Heritage Studies Program. Income from membership and workshop fees, bookstore, from sale of recycle materials; fees for inservice contracts with schools and for services offered to parents and community groups.

DECISION MAKING: Board of directors made up primarily of teachers and parents. One of the most important characteristics that distinguishes the teacher center from other institutions involved in teacher education is that it is a grassroots organization, founded and run by teachers themselves.

ORIGIN: In spring 1971, in response to the growing interest in open education, teachers who worked in opening schools planned two conferences in New Haven. There was need for ongoing workshops, discussion, and training. Over the summer of 1971 and into the autumn, a group of teachers and parents who felt that need began work on establishing the teacher center.

INFORMATION: Calendar.

STAFF DEVELOPMENT CENTER

STAMFORD PUBLIC SCHOOLS
21 BURDICK STREET
STAMFORD, CONNECTICUT 06905

(203) 358-4312

DIRECTOR: June Fiorelli

HOURS: Monday through Friday, 8-4. Open all year.

PROGRAM: The Staff Development Center provides fiscal, human, and material resources in support of the professional development of the staff of Stamford schools. "Staff" is perceived in a broad sense, but the major clients are teachers. Consultants are contracted to conduct workshops and provide individual consultation on a short- or long-term basis, depending on the extent of the need. Ten staff developers are available to assist individual teachers on request and to provide follow-up for target schools. A volunteer chairperson matches community resources to the schools' needs and arranges training for volunteers.

Attendance at workshops is required in target schools (selected by principals and teachers), but other requests for staff development services are at the discretion of the individual teacher or staff member.

EVALUATION: Participants fill out an evaluation form at the end of each workshop. An overall evaluation of the Department of Staff Development has been scheduled by the Stamford Schools' Department of Research and Development.

RESOURCES: The Staff Development Center maintains a lending library of curriculum materials and professional books.

STAFF: District department head for staff development, June Fiorelli, coordinates and supervises the work of the department. Staff developers: eight experienced teachers, selected on a competitive basis, serve three-year terms. Two secretaries and one clerical aide provide clerical support and maintain the library and resource room.

SETTING: The professional resources center, a workshop area, and the staff offices are located at Belltown School, an older school currently used for administrative offices. The center, however, provides services at all of the city's 23 schools. In addition, cooperative arrangements with other districts often find center and teaching staff participating in workshops in neighboring communities.

PARTICIPATION: The majority of services are related to the target areas (mostly basic skills) identified by the elementary school staffs, but all grade levels seek and receive staff developer services. Teachers participate primarily on release time. The department also serves administrators, non-professional staff members, parents, and student tutors. Elementary teachers have release time every Wednesday beginning at 1:30 pm, and the middle schools, grades 7 and 8, have release time Wednesdays twice a month. Most workshop activities occur during this time, but teachers are released at other times with substitues paid for from staff development funds.

FEES AND CREDIT: None.

AFFILIATION AND SUPPORT: Stamford Public Scools.

DECISION MAKING: Decisions concerning staff development are based on district needs and building or program needs. The district department head for staff development, working with central staff administration, makes program decisions based on administrators' and teachers' stated needs and on budget allocations. Staff openings are advertised within the district, and applicants are screened and selected by an interviewing committee and the district department head, who is responsible for their direct supervision.

ORIGIN: The staff development program began in 1971, supported by the Stamford Board of Education.

INFORMATION: "It's in the Bag" newsletter; "Count On. . .Math Target Newsletter"; "Administrator as Staff Developer" newsletter; Staff Development Department brochure.

WEST HARTFORD TEACHER CENTER

211 STEELE ROAD
WEST HARTFORD, CONNECTICUT 06117

(203) 236-6081, ext. 271, 272

DIRECTOR: Miriam B. McKenna

HOURS: Monday through Friday, 8-5; 8:30-4 during the summer.

PROGRAM: The West Hartford Teacher Center provides assistance for teachers employed in the public and private schools within the town of West Hartford who want practical help in meeting the learning needs of their students. Areas in which assistance can be provided are: Implementing mandated programs; assisting the interdisciplinary teams of the middle schools; and expanding the Curriculum and Staff Improvement program to include non-public teachers.

The center consults with school staff members and uses them as resource people; locates materials and human resources for classroom use; designs and implements workshops in the community and in schools; provides leadership training through participation in the policy board; shares ideas and special expertise of teachers; and provides a consultant in writing for the elementary schools.

EVALUATION: Each project is evaluated by participants and center staff.

STAFF: Miriam B. McKenna, full-time director; Herb Pagani, consultant in writing to the elementary schools.

SETTING: The Teacher Center office is housed in the West Hartford Education Center.

PARTICIPATION: Public, independent, and parochial school teachers, K-12, and administrators from the West Hartford Schools use the center. Funds are available to pay for substitutes to release teachers from the classroom to observe peers with expertise in mandated programs covered by the Teacher Center grant.

FEES AND CREDIT: None.

SUPPORT: The Teacher Center is funded by the US Department of Education (formerly USOE) Teacher Centers Program with some monetary assistance from the West Hartford Public Schools for the writing consultant.

DECISION MAKING: The West Hartford Teacher Center is run by a policy board composed of 25 members, with a chairperson elected from the membership. Members are classroom teachers, representatives from institutes of higher education, the administration, and the West Hartford Board of Education. The policy board makes programming decisions with advice from the director. The director is responsible for supervising other staff.

ORIGIN: The West Hartford Teacher Center is the realization of a concept envisioned by representatives of teachers, administrators, and university personnel. It formally opened in October, 1979.

INFORMATION: Brochure.

WESTPORT TEACHERS' CENTER

150 RIVERSIDE AVENUE
WESTPORT, CONNECTICUT 06880

(203) 227-8451

DIRECTOR: Joe Townsley

HOURS: Monday through Friday, 8:30-4:30. Open all year.

PROGRAM: The Westport Teachers' Center staff and resources offer a variety of staff development and inservice activities on a group and individual basis. Each school year over 500 hours of staff development activities emanate from the teachers' center. Programs are offered during the school day when substitutes are provided, after school, and occasionally on Saturday. Staff development activities encompass a vast array of topics offered at time and in sequence to meet the needs expressed by the staff.

The resource teachers at the Westport Teachers' Center offer direct assistance to elementary teachers on a one-to-one basis either at the center or at the schools. They therefore provide a natural linkage between the resources of the center and the needs expressed by the classroom teacher. This direct contact often results in the teacher coming directly to the teachers' center for inservice programs; for direct assistance by the resource teacher; or for a specific activity designed to meet individual needs. Programs are conducted for parents at the teachers' center and also for volunteers who assist in making classroom games and learning kits.

EVALUATION: An assessment of the role of the resource teachers and the service of the center is conducted with the Board of Education and staff.

RESOURCES: Curriculum laboratory for making learning materials: laminator, bookbinding machines, duplicating machine, ditto, stencil cutter, mimeograph, thermofax, tools, and supplies. Resource room: space with chairs and tables for meetings, workshops, discussion; professional library, adopted texts, curriculum guides, preview screen, office. Distribution center: films, filmstrips, videotape, learning kits, resource boxes.

STAFF: Joe Townsley, K-12 curriculum coordinator; Holly Capasse, JoAnn Davidson, and Marian Baily, full-time resource teachers. The media center is operated by two full-time staff members.

SETTING: The teachers' center is centrally located in a four-room building on Riverside Avenue. Westport is a community in southwestern Connecticut, 50 miles northeast of New York City. Take Exit 17 (Saugatuck) off the Connecticut Turnpike, or Exit 41 (Wilton Road) off Merritt Parkway.

PARTICIPATION: Teachers and administrators participate on release time and after school.

FEES AND CREDIT: All inservice workshops are free to participants. Inservice credit is earned for participation and graduate credit for some workshops is arranged through local universities. Fees for graduate credit are paid directly to the cooperating univeristy.

AFFILIATION AND SUPPORT: The center is totally supported by the Westport Board of Education. Workshops are sometimes conducted in connection with other school systems.

DECISION MAKING: The curriculum coordinator and the three resource teachers make decisions.

ORIGIN: In an attempt to meet the defined curriculum, instruction, and personal needs of teachers, the Westport Teachers' Center opened with its full staff and facilities in 1977.

INFORMATION: Newsletters are published during the year, with updates, inservice announcements, and other publications of interest.

DISTRICT OF COLUMBIA TEACHER CENTER

GODING ELEMENTARY SCHOOL
10th & F STREETS, NE
WASHINGTON, DC 20002

(202) 727-5362

DIRECTOR: Jimmie D. Jackson

HOURS: Monday through Thursday, 8-7; Friday 8-4:30; Saturday, 9-2.

PROGRAM: The Teacher Center is a place and a concept for providing professional growth and staff development to classroom teachers, students, parents, administrators, community, undergraduates, and paraprofessionals. The concept is that services can be rendered in a non-threatening atmosphere and participants will enjoy enriching, developing, recertifying, sharing, making, taking, diagnosing, and strengthening their educational involvements.

The activities of the center focus on three major efforts of the District of Columbia Public Schools: to design and implement a competence-based curriculum; to implement Public Law 93-403 which requires teachers to be recertified every five years after completion of graduate training; to assist the teacher appraisal process to assure teacher accountability in classroom instruction.

EVALUATION: Evaluation is through the cooperative efforts of a third-party evaluator and a committee of policy board teachers. Documentation includes staff documentation of programs and participation in the National Teachers' Center Documentation Project. On-going evaluation takes place at staff meetings, policy board meetings, and staff and board retreats.

RESOURCES: Hands-on manipulative materials; resources to construct learning aids; commercial learning materials. Photography, film, and videotape equipment, including photography lab, video projection room, and mobile darkroom. Professional library; conference room for formal and informal meetings; make-and-take room; human resource data bank, Dial-A-Teacher Program to assist parents and students with home assignments.

STAFF: Jimmie D. Jackson, director; Percell H. Thomas, staff assistant; Christine Phillips, resource person; Welton Holland, business manager; LaVerna Spann and Denise Taylor, administrative aides.

SETTING: The center occupies nine rooms with access to an auditorium on the third floor of Goding Elementary School in Washington, DC.

PARTICIPATION: The center serves elementary and secondary public and private school teachers in metropolitan Washington, DC. Teachers from several other superintendencies participate, as well as preservice teachers, administrators, students, and adults. Release time is provided through the substitute service program. Substitute payments are reimbursed to the local district.

FEES AND CREDIT: Workshops: free; recertification courses: free; graduate courses through University of the District of Columbia, George Washington University, Georgetown University, Howard University, Trinity College, Catholic University, and University of Virginia: $46-216.

AFFILIATION: District of Columbia School District and the local teachers association.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program with support services from the District of Columbia School District, the local teachers association, the National Diffusion Network, the business community, and classroom teachers who volunteer their time and services.

DECISION MAKING: Program decisions are made by the policy board, which is composed of 15 members--nine teachers, three administrators, one higher education representative, and two school board members. Full-time staff are recommended by the policy board.

ORIGIN: A planning team consisting of administrators, supervisors, parents, and school board members interested in staff development and activities of interest to classroom teachers originated the idea for a teachers center. The center opened August 1, 1978 and received federal funds in September, 1978.

INFORMATION: Slide/tape presentation; monthly newsletter; semester course and workshop bulletins; brochure. Three newsletters: Washington Teacher, Hot Line, and Outreach.

HERNANDO COUNTY TEACHER EDUCATION CENTER

919 US HIGHWAY 41 NORTH
BROOKSVILLE, FLORIDA 33512

(904) 796-6761, ext. 262; 799-1070

DIRECTOR: Elaine Wood Beeler

HOURS: Monday through Friday, 8-5; evenings and Saturdays by appointment. Open all year.

PROGRAM: The purposes of the center are to meet the training needs of all personnel, particularly teachers, in the Hernando County school system, working collaboratively with the universities in our service area, and to provide a neutral and pleasant area for teachers to meet and discuss common concerns, problems, explore new ideas, work on projects.

Many workshops, activities, and events are held: reading (content area, analysis and diagnosis, corrective); media techniques; mainstreaming--academic areas as well as music, physical education for the teacher of exceptional students; handwriting--Palmer method; metrics; Piaget; OUNCE; Reality Therapy and other classroom management/discipline strategies; training for aides and for teachers working with aides; mini-society and other consumer/economic education programs; written composition: less paper grading for teachers, but more learning for kids; math analysis and diagnosis, and materials to correct the problems; teacher-made materials.

A clinical professor program provides individualized help to teachers and administrators on an as-requested, confidential basis. Our contract for these professors is with the University of South Florida.

EVALUATION: The evaluation instrument was developed three years ago, and lists about 15 general questions: "have you used the Teacher Education Center?" and so forth. Validated by outside evaluator.

RESOURCES: A small work area with several tables that can be used for workshops and other activities. A roll laminator (25"), typewriter, some media equipment, and "junk" (recyclable and otherwise) for teachers to use in making materials for their classroom; small sink and counter for "wet" work; some kits and curriculum materials; professional journals; filmstrips and tapes on various topics and conferences.

STAFF: Elaine Wood Beeler, full-time director; Mary Verner, full-time secretary. Access to professors from the University of South Florida.

SETTING: Cypress building with large meeting/workroom, reception area, and director's office--wide porch sets it off. Students constructed the center (chopped trees, milled them, and so forth) and its bridge, which are located in a wooded glen within walking distance of half of the county schools' staff. Located in the small town of Brooksville in the center of Hernando County, 45 miles north of Tampa and 12 miles inland from the Gulf of Mexico.

PARTICIPATION: K-12 teachers and non-instructional personnel for the whole county of Hernando participate on release time, volunteer time, and "work days" (when students are not at school). Eleven schools (430 teachers) plus support personnel for a total of 700 plus personnel. We also service administrators, some parents, volunteers, Hernando Association of Retarded Citizens. We also coordinate the preservice intern program for the county.

FEES AND CREDIT: No charges. The Master's and Educational Specialist graduate programs at the University of South Florida are coordinated through the TEC but the fees are paid by the students in the program. One point is awarded for each hour of approved TEC activities that personnel participate in. This can be applied toward certificate renewal.

AFFILIATION: Hernando County School District.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program; state support based on per pupil allocation to the county; some small grants. State monies also flow to the university to service our requests.

DECISION MAKING: Policy board with a majority of teachers appointed by the local teacher association. Additional members are from county office administration, building principals, non-instructional employees, community, and college and junior college representatives. The TEC council recommends staff to the superintendent, who recommends appointments to the school board. The TEC council sets policy for staff to implement.

ORIGIN: Part-time operation began in the spring of 1975 when Florida passed the TEC legislation and provided monies for support. The federal grant enabled us to go full time in 1978.

INFORMATION: Fliers; newsletter; brochure; slide shows--"Teacher Centering: Hernando County Style," and "A Student Constructed TEC"; videotapes on "Metrics an Introduction"; " Science Fair How To"; elementary math videotape on "Place Value," "Cuisenaire Rods," and so forth.

SOUTHWEST FLORIDA
TEACHER EDUCATION CENTER

2055 CENTRAL AVENUE
FT. MYERS, FLORIDA 33901

(813) 334-1102, ext. 260, 261,
263, 264

DIRECTOR: Mary Nell Gunter

HOURS: Monday through Friday, 8-5. Open all year.

PROGRAM: Goals of the center are to provide a vehicle for cooperative efforts and pooling of resources among agencies involved in training educators; to establish alternative systems for self-analysis and improvement of performance among teachers; and to provide alternative routes for preservice teacher education, certification, and advanced degrees.

The basic assumption of this center's philosophy is that the quality of education for America's children, young people, and adults can be improved by carefully developed changes in the structure of education; that among these changes is the improvement of teacher education, broadly conceived. These changes in teacher education include a greater involvement of classroom teachers in planning for and conducting teacher education; inservice programs based upon the assessment of needs; fuller use of all resources in conducting teacher education; clinical preservice programs; closer cooperation between school personnel and higher education institutions in preservice and inservice programs.

SWFTEC schedules inservice credit courses such as classroom management, working with learning disabled in the regular classroom, professional burnout, and teaching lab sciences with limited facilities; organizes graduate programs in, for example, English education, guidance and counseling, exceptional student education, and an education specialist program in administration and supervision; and offers minicourses on topics that include teaching reading as decoding, developing children's oral language, and organizing independent learning. SWFTEC also provides college professors as resources to schools and individuals, and informs participants of educational opportunities available.

EVALUATION: Each activity is evaluated in terms of organization and preparation, consultant effectiveness, quality of personal involvement, relevancy to personal needs, application value, and overall rating on a standard computerized form. Center operation is evaluated formally by the state department of education as part of an on-site visit every five years. Both formal and informal evlauations are carried out each year by the center council.

STAFF: Mary Nell Gunter, director; Carol Bromby, resource coordinator; Jenny Jones and Cecilia Smith, secretaries. All are full-time.

SETTING: SWFTEC offices are located in the Lee County School Services Building, Ft. Myers, Florida. All activities take place at school sites or in facilities rented for a specific session.

PARTICIAPTION: Educators from five counties (Charlotte, DeSoto, Glades, Hendry, and Lee) in southwest Florida participate in center activities.

FEES AND CREDIT: Inservice activities are free to teachers. Inservice points to be used toward certificate renewal are awarded--one point per hour of participation.

AFFILIATION: The Southwest Florida Teacher Education Center is a consortium of Charlotte, DeSoto, Glades, Hendry, and Lee Counties; Florida Atlantic University, Florida International University, University of South Florida, and Edison Community College.

SUPPORT: The state allocates $5 per full-time equivalent student for staff development. Lee County school board provides office space, telephone, and electricity for the center.

DECISION MAKING: The 35-member teacher center council is made up of a majority of teachers. It includes district staff representatives, university and community college personnel, and a lay representative. The council has the responsibility for policy recommendations, setting goals and objectives, recommending budget and staff, and evaluating center activities.

ORIGIN: SWFTEC was one of the ten original centers started following the 1973 Teacher Education Center legislation in Florida.

INFORMATION: Growing Your Way, brochure and videotape. Newsletter, The Exchange, every two months.

ALACHUA COUNTY SCHOOLS/
UNIVERSITY OF FLORIDA
TEACHER CENTER (CREATE)

SCHOOL BOARD OF ALACHUA COUNTY
1817 EAST UNIVERSITY AVENUE
GAINESVILLE, FLORIDA 32601

(904) 373-5192, ext. 530

DIRECTOR: Faye Cake

HOURS: Monday through Friday, 8-5.

PROGRAM: The purpose of the center is to collaborate with groups that have a stake in teacher education to improve inservice and preservice education. CREATE is a collaboration between the Alachua School Board, the University of Florida, and the Alachua County Education Association. CREATE supports the professional growth of individuals, small groups, faculties, and district groups. Most programs, such as "Reading Studio I--Diagnosis and Prescription," "Training Teacher Aides," "Early Childhood Workshop 3--Self, Others, and Creativity," are planned by and take place at the school where an inservice need has been identified. Resource personnel from the University of Florida work with teachers to plan, implement, and evaluate inservice programs.

EVALUATION: Each activity is evaluated with a preplanned strategy relating to the specific objectives of the training.

STAFF: Faye Cake, full-time director; Elaine Allen, full-time secretary.

SETTING: CREATE is a concept, not a place. A small office is located at the School Board of Alachua County Administration Center in Gainesville (approximately 60 miles northwest of Jacksonville, near Orange Lake and the Devil's Millhopper, a large sinkhole on scenic Route 232).

PARTICIPATION: Teachers from Alachua County public schools participate on volunteer and release time. At least 50% of overall participation is voluntary.

FEES AND CREDIT: Workshops generally are free. Fees for on-site courses taught by university faculty. Inservice points are earned for satisfactory participation in CREATE activities. Points can be used to extend Florida teaching certificates.

AFFILIATION: Alachua County School District and University of Florida, Gainesville.

SUPPORT: Alachua County School District provides space and utilities for the CREATE office. The state allocates $5 per public

	school student for inservice, and the University of Florida provides release time for university personnel to provide service to the field.
DECISION MAKING:	The CREATE Council recommends policies and procedures, goals and objectives, appropriate staff, and budget to the School Board of Alachua County. The council is composed of ten teachers (appointed by the Education Association), three administrators, two university professors, and three lay members.
ORIGIN:	CREATE was developed in 1974 in compliance with the 1973 Florida Teacher Education Center Legislative Act.
INFORMATION:	Monthly activity calendar; working policy for CREATE; Alachua County Master Plan for Inservice Education.

DADE-MONROE
TEACHER EDUCATION CENTER

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI TRAIL AND
SOUTHWEST 117th AVENUE
BUILDING M-07
MIAMI, FLORIDA 33199

(305) 554-2282, 554-2277

Registration Unit:
150 NORTHEAST 19th STREET
MIAMI, FLORIDA 33132

(305) 350-3197

DIRECTOR: John M. Ranieri

HOURS: Monday through Friday, 8-4:30; open for inservice activities evenings and Saturdays. Open all year.

PROGRAM: The Dade-Monroe Teacher Education Center (TEC) is dedicated to these ideals: (1) The best learning is that which is identified by the learner as being necessary and beneficial. (2) Educators can best determine their own professional needs.

TEC delivers inservice activities to teachers and paraprofessionals. Workshops and seminars are conducted in schools and other locations within the 3527 square mile area of Dade and Monroe Counties. All teachers are part of the TEC Communication Network. Each school has a faculty TEC representative known as a "TEC Rep." The TEC Reps and their faculties communicate with the TEC staff facilitators. These facilitators are experienced classroom teachers who assist with the delivery of TEC services.

EVALUATION: Evaluation takes place on four levels. (1) Every five years, the state department of education conducts a visitation to survey the attitudes of teachers, administrators, and paraprofessionals about TEC and its programs. (2) Each year TEC produces a statistical report for inclusion in the Annual Report to the state department of education. (3) Teachers evaluate TEC and its programs each year as a part of the annual needs assessment. (4) An evaluation of TEC coursework is conducted at the conclusion of each inservice activity.

RESOURCES: A proposal to establish a professional media resource center has been submitted for administrative approval. The center is scheduled to open this year.

STAFF: John M. Ranieri, director; Rita Sawyer, facilitator, Monroe County; Don R. Spivey, staff development specialist; Virginia Bradford, communications facilitator; Jenny Dunning, Jeanne Friedman, Peggy Heimbuch, and Carol Iglesias, facilitators; Olga Alonso, artist; Crystal Davis, Maria Finlay, Ava Heard, Marjorie Picot, and Kathy Singleton, secretaries; Velvia Johnson, registrar.

SETTING:	The TEC director and facilitators maintain offices on the Tamiami Campus of Florida International University. FIU shares its grounds with the Dade-Monroe Teacher Education Center as an ingredient of the collaborative program between TEC and the State University System. The TEC registration unit and the staff development administrative offices are located in a building known as the Miramar Fieldhouse in the city of Miami. The new media resource center will be situated in Miami Springs at the Glenn Curtiss Elementary School, which has been discontinued for student use.
PARTICIPATION:	TEC provides services for more than 12,000 teachers and for teacher aides and assistants in Dade and Monroe counties.
FEES AND CREDIT:	Inservice activities are offered free of charge to all participants. Teachers earn Master Plan Points for successful completion of TEC courses. Master Plan Points are cumulative and may be used for certificate renewal.
AFFILIATION:	Dade County Public Schools and Monroe County Public Schools.
SUPPORT:	The Dade and Monroe County School Boards support TEC from funds allocated by Florida Statutes.
DECISION MAKING:	The director of the TEC is responsible for the administration of the center. The TEC council recommends policies and procedures for the operation of the center. TEC council is composed of 21 members: nine Dade County teachers; one Monroe County teacher; one teacher from the private sector; one representative from the State University System; three members from the community; five Dade County administrators; one Monroe County administrator.
ORIGIN:	Florida's Teacher Education Center Act was established to encourage consortium-centered teacher education programs that are planned, implemented, and evaluated by classroom teachers, public school administrators, university members, and community representatives. The Dade-Monroe Teacher Education Center was established in response to this Act.
INFORMATION:	TEC publishes fliers, brochures, and newsletters to advertise and provide general information about inservice activities.

ATLANTA AREA CENTER FOR TEACHERS

c/o MERCER UNIVERSITY IN ATLANTA
3000 FLOWERS ROAD SOUTH
ATLANTA, GEORGIA 30341

(404) 455-9108

DIRECTOR: Howard H. Knopf

HOURS: Monday through Thursday, 3-8; Saturday, 10-3. Usually closed one month during the summer.

PROGRAM: AACT's purposes are to provide comprehensive services to teachers in 13 systems representing a diverse economic and geographic population, as well as to combine local and federal resources to promote teacher improvement from within the teacher ranks. Primary goals include facilitating communications among teachers of all metropolitan Atlanta schools, and extending and enriching existing professional competencies. AACT offers programs both during and after school. Saturday workshops cover topics such as metric math, language arts reinforcement activities, coping with stress, and classroom management. Often workshops are custom designed for particular groups. Center staff are available for school-site workshops on such topics as meeting the needs of each child. Mini-awards are available to teachers to develop projects for their own particular needs. The center is also open on a drop-in basis for materials production, consultation, and research.

EVALUATION: Evaluations are conducted after each center function. Each full-time staff member is evaluated using a process set forth by our fiscal agent (Mercer University in Atlanta) and the AACT policy board.

RESOURCES: Resource library, resource bank (with teacher-donated ideas), recycling bins (with free materials), primary typewriters, bookbinding machines, badge-making machines, opaque projectors, duplicating machines, active-learning curriculum displays and supplies, "teacher supply" materials, microcomputer.

STAFF: Full-time: Howard H. Knopf, director; Rhoda Bussell, coordinator, AACT; one technical assistant. Part-time: one production assistant.

SETTING: Formerly the lobby of the Sheffield Education Building of Mercer University in Atlanta (northeast corner of metro-Atlanta). Close to I-85 and I-285.

PARTICIPATION: K-12 metro-Atlanta public and private school teachers, students, and administrators participate on volunteer time. University students from eight participating institutions.

Substitute teachers, preschool teachers, parents, and community members pay a yearly membership fee. Through federal grant monies, AACT pays release time for classroom teachers directly to the school districts. At other times, districts pay release time monies. Release time monies have been used for workshops, attendance at regional and national conferences, and policy board functions.

FEES AND CREDIT: Membership fees for teachers and other persons who are not in our 13 school districts or eight universities. Small charge for "teacher-supply" materials, laminating, badge-making equipment. Courses have been developed for staff development credit, as well as university credit.

AFFILIATION: Consortium of 13 school districts (Atlanta, Buford, Clayton, Cobb, Decatur, DeKalb, Douglas, Fulton, Georgia Association of Independent Schools, Gwinnett, Marietta, Newton, Rockdale) and eight universities (Atlanta, Emory, Georgia Institute of Technology, Georgia State, Mercer, Oglethorpe, University of Georgia, and West Georgia College).

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: AACT policy board (consisting of two teachers from each school system and representatives of administration and higher education).

ORIGIN: In 1974, the Executive Committee of AATES (a consortium of eight universities and 11 school systems in metropolitan Atlanta) established a committee of teachers to study the feasibility of creating a teacher center. During the summer, a committee of five teachers from the various school systems reviewed the literature on teacher centers and visited established sites in Boston, Greenwich (Connecticut), New Haven, New Orleans, St. Louis, and Washington, DC. In August 1974, this original committee reported its findings to the AATES Executive Committee and recommended that a teacher center be established. The basic philosophy of the teacher center was that it become a place where teachers' individual needs be met, whether their needs be professional growth, personal development, sharing of ideas, or experimenting with materials. AATES expanded the teacher committee to include representation from all 11 school districts and asked that the center plans be developed further to include: professional personnel required, a prospective location, and a plan for governance of the center program. A center director was selected in the fall of 1975, and the first AACT opened in January 1976 with financial support from AATES. The center received a grant from the federal Teacher Centers Program in September 1978.

INFORMATION: "AACTion News." Two slide/tape presentations: "The Teacher Creature Show" and "The Teacher Creature Mystery Feature." The AACT "New Teacher Survival Kit."

NORTHEAST GEORGIA CESA
TEACHER CENTER PROGRAM

375 WINTER STREET
WINTERVILLE, GEORGIA 30683

(404) 742-8292

DIRECTOR: Marilyn Atyeo

HOURS: Monday through Friday, 8-5; Thursday evenings, 5-7.

PROGRAM: The purpose of the Northeast Georgia CESA Teacher Center is to make available staff development activities and other professional services that will enable teachers in local educational systems to better meet student needs. The center offers conferences, seminars, staff development courses for state recertification credit, and workshops, such as the Ling approach to speech remediation for the hearing impaired, time management, new ideas in music, and teaching mathematics, K-12.

A mini-award program encourages teachers to develop and implement creative, innovative classroom projects. Some projects that have been funded are: activities and techniques for developmental first grade; mathematics center--a classroom lab; "A trunkful of Treasures from the Past"; literature appreciation; classroom floor map; and constructing a telescope. The center sponsored a mini-award exhibit fair with samples of student work, photographs, resources developed or used, and handouts describing projects as well as a chance for teachers to ask questions about each project and consider if ideas might be transferrable to their classrooms.

The center also provides a travelling van to take materials and technical assistance directly to the schools.

EVALUATION: At the end of each year the policy board representatives interview liaisons in their system to obtain data related to the teacher center program. All staff development courses are evaluated by participants. Workroom users and those borrowing materials are invited to respond to a questionnaire. Additionally, staff and policy board members receive informal verbal feedback from teachers.

RESOURCES: Resource library with 8000 professional books, kits, records, films, filmstrips, games, and other instructional aids; van delivery service; workroom with instructional how-to books, samples of teacher-made instructional aids, and materials and equipment to produce instructional materials; a "Teachers Helping Teachers" file; a consultant file; a key sort resource file system.

STAFF:	Marilyn Atyeo, director; Susan Rapp, consultant; Jane Wilks, secretary/bookeeper.
SETTING:	The Northeast Georgia CESA is housed in a former elementary school with the teacher center resource center and meeting room in a separate building that was the school cafeteria. The teacher center workroom and offices are in a double mobile unit located near the resource center. Winterville is just east of Athens.
PARTICIPATION:	Participants are elementary, middle, and secondary teachers and administrators from the thirteen public school systems in the Northeast Georgia CESA area. Students majoring in education at the University of Georgia, particulary during their preparation-for-teaching phases, are encouraged to use the center. Private schools use the center on a limited basis.
FEES AND CREDIT:	All workshops are free except for occasional material fees. Staff development courses are offered for state recertification.
AFFILIATION:	Northeast Georgia Cooperative Educational Service Agency (CESA).
SUPPORT:	US Department of Education (formerly USOE) Teacher Centers Program. The CESA organization provides building space and offers in-kind services.
DECISION MAKING:	The center is governed by a policy board, which has established a two year rotating membership. Each of the thirteen systems has a senior representative and half of the particpating systems elect a junior representative each year. There are also two representatives from the University of Georgia, two administrators from local school systems, and one CESA director. Center staff and representatives from other CESA departments are non-voting members. Recommendations of the policy board and staff must be in general agreement with the decisions of the CESA Board of Control.
ORIGIN:	As an outgrowth of legislation authorizing federal funds for teacher centers, representatives from the school systems in the area organized for the purpose of laying groundwork for a teacher center. They continued to function as a policy board and received notification of three year funding in September 1979 from the federal Teacher Centers Program.
INFORMATION:	Flier describing the program; flier describing the mini-award program; newsletter--"Nutshell."

TEACHER RESOURCE CENTER

502 CURLING DRIVE
BOISE, IDAHO 83702

(208) 336-1370, ext. 275

DIRECTOR: Grant Simonds

HOURS: Monday through Friday, 8-5, and on request.

PROGRAM: The purpose of the Teacher Resource Center is to undertake professional development work with Boise teachers through self-improvement programs organized and run by educators. Programs provide inservice training, a sampling of educational materials and programs, and support of educational progress.

Teachers, potential teachers, administrators, children, and community members can meet at the Teacher Resource Center to reflect, exchange ideas, and learn from one another. Workshops and courses are offered on topics such as consultation skills for talent bank consultants and design and construction of teacher-made math classroom equipment. When an individual, group of teachers, principal, or the supervisory staff requests assistance, center staff organize a program in specific teaching skills or recommend appropriate resources. The center has organized a talent bank of teachers in the district and, through an inservice network, matches people with a need with resources and people to meet that need.

EVALUATION: We use both informal and formal evaluations for TRC-sponsored workshops and mini-courses.

RESOURCES: Resource library with more than 6300 items including books, audiovisual kits, audiovisual equipment, magazines, posters; industrial-size laminator; large and small workshop/meeting spaces; woodworking shop and tools; Serendipity Volunteer Center (recycle center).

STAFF: Grant Simonds, facilitator; Bettie Perkins, library media clerk; Cathy Knecht, secretary/program assistant; Larry Helm, part-time shop foreman; one CETA employee three hours daily.

SETTING: The center occupies 5500 square feet in the top portion of the "Bomb Shelter," an earth-covered structure on the north edge of the city in the foothills. Boise, in southwest Idaho, is the state capital.

PARTICIPATION: K-12 teachers and administrators from public and parochial schools in Boise use the center. The recycling component is considered a community resource and is used by educators, Girl Scouts, and other community groups. Release time is provided for talent bank resource consultants if they and the requester decide to work during the school day.

FEES AND CREDIT: Free. Some workshops are offered with college credit on a reduced fee for credit basis.

AFFILIATION AND SUPPORT: Boise Independent School District.

DECISION MAKING: The TRC policy board consists of four elementary teachers, two junior high teachers, two senior high teachers, one special education teacher, and two administrators who serve ex officio. The board interviews potential TRC facilitators and recommends to central administration the names of the two finalists. The facilitator is responsible for hiring staff.

ORIGIN: TRC resulted from a grassroots movement spearheaded by two elementary teachers, Beth Chadbourne and Harriet Brandt. During school year 1971-72, teacher resistance to change planned by the district erupted in a serious crisis. To help administrators and teachers work together to bring about needed change, Chadbourne and Brandt, along with a small group of teachers and administrators, initiated the Teacher Resource Center in 1971-72.

INFORMATION: Periodic newsletters to teaching staffs; nine-minute slide/recycling presentation.

SOUTHEAST IDAHO
TEACHER CENTER CONSORTIUM

COLLEGE OF EDUCATION
BOX 8059
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209

(208) 232-9124

DIRECTOR: Bedford D. Boston

HOURS: Monday through Friday, 8:30-5. Open all year.

PROGRAM: The center is an inservice/professional development brokerage serving 69 school systems (public, parochial, and private) in southeast Idaho--a service territory of over 54,600 square miles. The service territory is divided into three regions managed by half-time center field agents. The center's main office coordinates the regional operations.

All staff development activities (college courses, workshops, self-study, counseling) are offered to center clientele as close as possible to their site of employment. Workshops are held on topics ranging from Greek mythology to school climate improvement. The extreme size of the service territory prohibits a drop-in type operation. The center has relied almost exclusively on an agricultural extension agent type operation. Face-to-face personal contacts made by field agents have gone a long way toward creating an accepting environment for center activities in a conservative and cautious educational community.

The center can provide almost any type of inservice activity requested through its brokerage operation. The only constraints are availability of presenters/instructors and limited funds. All center instructors donate their services, but there are travel costs and release time (should a substitute be needed). When the center has limited funds, the school systems involved in the activities are asked to pick up whatever they can of the cost; that is the consortium aspect of the teacher center.

The center is currently training a cadre of staff developers in collaboration with Northeast Regional Laboratory in Portland, Idaho State Univesity, and the Idaho State Department of Education. There are 13 teams from 13 school districts across southeast Idaho, each consisting of one principal and one teacher. It is anticipated that when federal funding for the center ends, the staff developers, acting as field agents, will continue the work of the center.

EVALUATION: Our formal evaluation in conducted by an external agency and is a sampling of interviews. Our semi-formal process is an activity evaluation form and a staff evaluation form. All activities are evaluated, and a random sample of clientele are sent forms evaluating the center's staff on the basis of service provided, working relationships, and clarity of communication.

RESOURCES: No space or materials, but we can broker them upon request.

STAFF: Full-time staff: Bedford D. Boston, director; Pat Kelsey, administrative assistant. Karen Fraley and Jeanne Rose, half-time field agents.

SETTING: The main office is located at the College of Education, Idaho State University, in Pocatello. The regional offices are in the field agents' homes. Activities are conducted on-site.

PARTICIPATION: The majority of our clientele are K-12 public school teachers who participate on volunteer time. K-12 parochial school teachers hold second place, followed by school administrators and parents. Funds are budgeted to pay for substitutes for teachers who run inservice activities for us; funds for substitutes for policy board teachers when meetings are held on school time.

FEES AND CREDIT: Inservice credit for some activities. We have funds to offer several graduate credit courses at a greatly reduced cost to our clientele ($10-15 for a three-credit course). We charge nothing for our other activities.

AFFILIATION: Cassia County School District #151.

SUPPORT: Our operational funds come from the US Department of Education (formerly USOE) Teacher Centers Program. The Idaho Education Association delivers our newsletters to teachers. The school district often provides support for some portion of inservice activities.

DECISION MAKING: The center has a formal policy board of 21 members: 11 teachers, three trustees, three community members, three representatives from higher education, and one superintendent. The policy board employs the director, who hires the staff. Operational decisions are left to the director. Policy and philosophical decisions are made by the board.

ORIGIN: The possibility of a teacher center for southeast Idaho was first forseen by Dr. Herbert Smith, then the director of the Eleventh Cycle Teacher Corps Project at Idaho State University. Dr. Smith approached the dean of the Idaho State University College of Education, Richard Wiley, and Drs. Smith and Wiley then solicited input from educators and agencies, such as the Idaho Administrators' Association and Idaho State Department of Education. By October 1977, a policy board was formed to direct the development of the center and to write a proposal for federal funding under the Teacher Centers Program. The center was awarded a federal grant in September 1978.

INFORMATION: The SITCC newsletter is published every other month.

ARLINGTON HEIGHTS TEACHER CENTER

RIDGE SCHOOL
800 NORTH FERNANDEZ
ARLINGTON HEIGHTS, ILLINOIS 60004

(312) 398-4287

DIRECTOR: H. James Montgomery, director of instruction

HOURS: Monday through Friday, 8-5. Center open for some programs during the summer.

PROGRAM: The purposes of the center are to improve the quality of education by facilitating continuous growth and development of each individual's teaching potential, and to create in participants opportunities for developing knowledge, skills, and attitudes to increase their teaching effectiveness.

The teacher center is the staff development program for Arlington Heights School District 25. The teacher center for us is a concept of a community of learners with activities taking place everywhere in the district. These include: (1) Workshops scheduled during the regular school day. Topics include subject area sessions in language arts, math, reading, science, social studies, art, music; and general education sessions on motivation, gifted education, special education, classroom management, record keeping, and classroom learning stations. (2) Individual and small-group consultation on curriculum development, application/adaptation of new instructional techniques, or other interest areas. (3) Building-level consultation on program articulation, leadership training, and team building. (4) Extension courses from Illinois State University and the University of Illinois offered on topics requested by teacher participants.

EVALUATION: Workshop evaluation sheets (e.g., "I like... I don't like... Suggestions for next time... I want to know more about..." and "Please check one: ___masterpiece ___paint by number ___doodle").

RESOURCES: Resources include a conference room where most sessions are held; a library that houses both a professional library for checkout and a curriculum library of sample materials for reference; and a workshop room containing a variety of make-and-take materials and production machines.

STAFF: Full-time staff: Jim Montgomery, director of instruction; Carolann Jones, mathematics coordinator; Frank Dzikonski, science consultant; Laurie Klose, elementary gifted coordinator; Ann Lund, ISU Teacher Education Center; Emily Myers, reading consultant; Carol Parish, elementary gifted coordinator; Barbara Sirotin, language arts coordinator; Norm Soderstrom, junior high gifted coordinator; Jim Voris, junior high gifted coordinator. Part-time staff: Elaine Kasper, librarian/clerical assistant; Margaret Sedlak, resource aide.

SETTING: The teacher center occupies three converted classrooms in one of our elementary buildings in the center of the district. Arlington Heights, a public elementary school district of approximately 5500 students, is located 25 miles northwest of Chicago.

PARTICIPATION: Teachers (K-8) from Arlington Heights School District 25 (15 schools) participate on volunteer time and release time provided by the district. An average of ten workshops per month are held during regular school hours. The center is also used by inter-district discussion groups and occasionally by administrators and parents.

FEES AND CREDIT: None, except for extension courses offered through Illinois State University (Normal) and the University of Illinois (Champaign-Urbana).

AFFILIATION AND SUPPORT: Arlington Heights School District 25.

DECISION MAKING: Staff make decisions, assisted by an advisory council. The advisory council is made up of 25 teacher leaders from elementary schools, and another group of 25 department chairpersons from junior high schools. The two groups meet separately, and members act as liaisons to building staffs.

ORIGIN: The District 25 teacher center grew from an interest in open education and the British Infant School under an Educational Professional Development Project (USOE, now US Department of Education) in cooperation with the University of Illinois and Olive School in Arlington Heights. Since 1973 it has been funded and supported by our board of education. The center has been located in three district schools, moving each time to expand operations. In 1975, the project moved to Wilson School and the district curriculum and instruction coordinators assumed responsibility for center activities. In 1977, the center moved to the present location at Ridge School.

INFORMATION: Monthly newsletter.

CHICAGO TEACHERS' CENTER

University Address:
NORTHEASTERN ILLINOIS UNIVERSITY
5500 NORTH ST. LOUIS STREET
CHICAGO, ILLINOIS 60625

3901 NORTH RIDGEWAY
CHICAGO, ILLINOIS 60618

(312) 478-2506

DIRECTOR: Jerry B. Olson

HOURS: Monday, Tuesday, and Thursday, 12-6; Wednesday, 12-8; Saturday, 10-3.

PROGRAM: The purpose of the Chicago Teachers' Center is to create professional development programs defined and led by teachers with the support and cooperation of university faculty and school administrators.

At the center teachers meet individually with the staff to share ideas, discuss instructional problems, or construct materials. After-school workshops and seminars for groups of teachers are based on formal and informal assessments of teachers' needs. Continuing relationships are established through a series of workshops on common curricular themes. By spacing these sessions, teachers have the opportunity to practice new approaches in their classrooms, integrate everyday problems with research and theory, and obtain feedback from colleagues and staff at the center.

The outreach aspect of the program includes a variety of components: planning meetings with teachers and principals at schools in our target area; inservice workshops; follow-up activities; and a cooperatively designed professional development program for one school. When possible, teacher support groups are organized as part of these activities, and an ongoing exchange of ideas is initiated among teachers and center staff.

EVALUATION: Immediately after all workshops, seminars, and inservice programs, participants and leaders fill in questionnaires evaluating the program. Several months later a follow-up questionnaire measuring program impact is sent to a random sample of participants. An external evaluator visits the center regularly to interview staff, examine evaluation data, and observe center operations in order to prepare supplemental, semi-annual and annual reports evaluating the Chicago Teachers' Center program.

RESOURCES: Curriculum library including a collection on Piaget, commercial kits, curriculum file, and idea books; xerox machine, laminator, ditto, thermofax, computer terminal, and equipment for cardboard carpentry; work area with recycle materials, paper cutters, sample classroom games, and supplies to construct curriculum materials.

STAFF: Jerry B. Olson, director; Inez Wilson, associate director and center coordinator; Lenore Bedar, resource teacher; Christine Wedam, resource teacher; Eleanor Soukup, secretary; part-time advisors; cooperating faculty and student interns from Northeastern Illinois University.

SETTING: Located on the fourth floor of Alvernia High School, a Catholic girls' school on the northwest side of Chicago, the center consists of approximately 5000 square feet of open floor space divided into lounge, reception, library, seminar, recycle, and work areas. Seven adjoining rooms provide space for a staff room, offices, and storage. Two classrooms are available for seminar use.

PARTICIPATION: The center primarily serves elementary and secondary teachers in public and private schools in Districts 1, 4, 5, 6, and 7 of the Chicago school system. Undergraduate and graduate students at Northeastern Illinois University also use the center. Teachers in the Chicago public schools are mandated to attend five afternoon inservice sessions throughout the year. Center staff work with teachers and principals to plan workshops for these afternoons.

FEES AND CREDIT: All workshops and seminars are free. Graduate credit for lane placement is offered through Northeastern Illinois University.

AFFILIATION: Northeastern Illinois University. The center has been designated by the Illinois Board of Higher Education as a formal service unit within the College of Education.

SUPPORT: Primary funding comes from US Department of Education (formerly USOE) Teacher Centers Program grant. Northeastern Illinois University makes substantial in-kind contributions to the center to support personnel and rental costs and will continue that support after federal funding ends.

DECISION MAKING: The 25-member policy board includes nine public school teachers appointed by the Chicago Teachers Union; four private school teachers appointed by the Catholic Archdiocesan Teachers Organization; one member from the Chicago Catholic School Board; five members from Northeastern Illinois University; and one member from North Park College. The policy board sets overall policy for the center, hires and supervises staff, and has final authority over the budget.

ORIGIN: The policy board initiated the program in March 1978 by submitting a grant proposal to the federal Teacher Centers Program. The center opened in November 1978.

INFORMATION: Newsletter distributed to target-area teachers three times a year; fliers; bulletins; articles; and videotapes of exemplary teachers.

EDUCATION RESOURCE CENTER

735 WEST SHERIDAN, 2nd FLOOR
CHICAGO, ILLINOIS 60613

(312) 935-1151

DIRECTOR: Suzanne Ross

HOURS: Tuesday through Thursday, 10-8; Saturday, 10-1. Open all year.

PROGRAM: ERC offers single-session workshops and courses on educational theory and approaches; recycle workshops; multi-session courses run by artists or craftspeople in, for example, bookbinding, calligraphy, and goldleafing; adult/child interaction workshops such as making musical instruments or creating miniature environments; police/community workshops that offer local youngsters and volunteer police officers the opportunity to get to know each other; and educational birthday parties. When invited, center staff hold workshops and inservice activities in schools. Center staff and volunteers also bring various workshop activities to neighborhood street and art fairs, local libraries, cultural centers, shopping centers, and conferences throughout metropolitan Chicago.

Advisory services include consultation at the center, follow-up classroom advisory after workshops, and collaborative work with public and non-public school advisors in the area.

EVALUATION: Individual workshops are evaluated through a feedback sheet ("ERC Evaluation Form"). Center use (whether at our location or elsewhere) is measured through statistical documentation and compilation using sign-in sheets.

RESOURCES: Active-learning, hands-on curriculum displays and supplies are made available to center users. Materials are defined by curriculum areas: math, social studies, arts and crafts, language arts, sciences, early childhood education, special education. Additional resources include resource library and file of community resources (institutions, people, materials), recycle materials, wood and triwall tools, laminating machines, thermofax, ditto, art supplies, posterboard, paper cutter, sale materials, and books. Work space includes general work area, as well as two smaller rooms.

STAFF: Full-time staff: Sue Ross, executive director; Karen-Jo Walsh, curriculum coordinator/graphic arts; Ellen A. Render, recycle coordinator/fine arts; Delbert Dietz, recycle facilitator; two support staff; Sherri Cagle, curriculum developer/VISTA volunteer. Part-time senior citizen staff: Margaret Stephens, promotion/finance manager; Ruth Shriman, resource materials networker; Ann Kohout, membership coordinator; Thomas Muench, custodian.

SETTING: Second-story refurbished office space in Lakeview district of Chicago's Northside.

PARTICIPATION: Teachers from public, private, alternative, parochial, after-school, and day-care settings from throughout metropolitan Chicago, with a special emphasis on the Northside. Parents, artists, students, university professors, and the community-at-large also attend. Participation is on both volunteer and release time.

FEES AND CREDIT: Optional membership fee entitles members to 20% discount on workshops and recycle bags, newsletters and other mailings, and library privileges. Yearly membership fees: full-time students and seniors--$5; individuals--$10; families--$15; and groups (schools or other institutions and organizations)--$100. Individual lifetime membership--$100. Workshop fees range from $1.50 to $5. Undergraduate and graduate credit available through Northeastern Illinois University.

AFFILIATION: Independent, non-profit organization.

SUPPORT: Private foundations and corporations such as Sulzer Family Fund, Continental Bank Foundation, Woods Charitable Fund, Bell Telephone Company, Commonwealth Edison, Hugh M. Hefner Foundation, Oppenheimer Family Foundation. Public sector sources such as CETA; Mayor's Office of Senior Citizens; Illinois Arts Council; Chicago Council on Fine Arts. In-kind service contributors such as Arthur Anderson and Company, Rosenthal and Schanfield, Playboy Foundation, Riddell Manufacturing. Recycle contributors--local businesses, industries, hospitals and individuals. Income from recycle sales, resale materials, membership fees, contracts, workshops, laminating services, and community contributions. Volunteers--"Friends of the Center."

DECISION MAKING: Board of directors of 30, representing public and non-public teachers, administrators, community organizations, and individuals. Staff makes programming decisions in collaboration with board (through full board, education advisory committee, and executive committee.) Key staff are hired through a search committee.

ORIGIN: An active community and parent group in Lakeview recognized the need for a local center and founded ERC in November 1975. The center was started with a student intern (Dianne Sautter) who was trained to become ERC's first director through a Ford Foundation grant awarded to the Teacher Curriculum Work Center on the Southside of Chicago.

INFORMATION: General promotional material; newsletters six times per year; fliers; 5th Anniversary Book; cassette tape of WNIB half-hour program entitled "The Cop Shop."

TEACHER CURRICULUM WORK CENTER

1362 EAST 59th STREET
CHICAGO, ILLINOIS 60637

(312) 955-1329

CONTACT: Virginia M. Tate

HOURS: Monday through Friday, 2:30-5:30.

PROGRAM: "Teachers who make their own materials do not have to be dependent on expensive equipment or limited school funds. They can create materials to their own specifications. Making something can increase the teacher's understanding and satisfaction, and demonstrates the possibilities and value of having children make and use such materials in the classroom."

The purposes of the center are to provide an educational resource for the area; to provide a facility for creating learning activities for children; to support teachers and parents in their efforts to improve the learning environment for children; to work with other institutions with similar aims.

The center is open for making learning materials on a drop-in basis. Parent education workshops are held at libraries and at the center for parents of ESEA, Title I-funded child-parent centers. The center administrator is also responsible for assessing parental attitudes concerning Chicago Board of Education's desegregation program, "Access to Excellence," funded by ESAA Title VII. Title I reading and math lab teachers occasionally use the center during school time under the guidance of their Title I coordinators. Parents from child-parent centers visit during the day with their resource teachers.

RESOURCES: Library area and active-learning curriculum display and supplies; drop-in room with raw materials and equipment to make curriculum aids; carpentry room with wood and cardboard carpentry tools and materials; "reflection room" for quiet individual study; large workshop area/meeting room; large experiential learning room; duplicating and laminating machines; small educational bookstore.

STAFF: Virginia M. Tate, secretary.

SETTING: Blaine Hall, University of Chicago.

PARTICIPATION: Preschool and elementary teachers in public, alternative, and parochial schools, mainly on Southside, come on their own initiative on volunteer time. Also preservice students.

The center is planning more of its programming for parents of young children.

FEES AND CREDIT: Yearly membership $25; $1.50 user's fee if not a member; institutional memberships also available. Individual and institutional memberships entitle bearers to discounts on materials and workshops. Workshops generally $2 for members, $4 for non-members. Associate member of the Chicago Consortium of Colleges, and thereby enabled to give courses for credit.

AFFILIATION: Independent, non-profit organization.

SUPPORT: Individual and institutional membership fees; program fees; Chicago Community Trust; ESAA Title VII through the Alternative Schools Network, of which TCWC is a member.

DECISION MAKING: Board of directors made up primarily of teachers, but also administrators from public and private schools and various social agencies. The board makes policy and programming decisions and hires and supervises staff.

ORIGIN: In fall 1970, five Chicago area teachers involved in informal education began meeting to make curriculum materials and to talk about problems of "opening up" schools. In February 1971, after a year of volunteer work, the group was given space in a school basement and seed money to start the center. Joan Bradbury, one of the five teachers, became the first director.

INFORMATION: Calendar/newsletter; brochure. Slide show and script about the center.

RIVER BLUFFS TEACHERS' CENTER
CHILDREN'S HOUSE, EDEN CHURCH
903 SECOND STREET
EDWARDSVILLE, ILLINOIS 62025

BELLEVILLE AREA TEACHERS' CENTER
25 SOUTH 9TH STREET
BELLEVILLE, ILLINOIS 62221

EAST ST. LOUIS AREA TEACHERS' CENTER
DONALD McHENRY SCHOOL
27TH & SUMMIT AVENUE
EAST ST. LOUIS, ILLINOIS 62205

TEACHERS' CENTER PROJECT

BOX 122
SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE, ILLINOIS 62026

(618) 692-2118; 692-3086

DIRECTOR: Thomas C. O'Brien

HOURS: River Bluffs: Tuesday, 4:30-7. Belleville: Wednesday, 4:30-7. East St. Louis: Thursday, 4-7. Closed during summer except for residential course.

PROGRAM: The project currently sponsors three centers. "Rather than offering occasional workshops or the customary inservice type of teacher training, the centers provide for ongoing, collaborative interchange and research by teachers." At all centers, teachers meet one afternoon each week in 12-week sessions. They conduct "informal, organic, grassroots, continuing, collaborative work sessions by teachers working under the general umbrella of Piagetian research. . . .It is hoped that educators involved in the teachers' centers will construct a philosophical framework within which to work both intellectually and professionally."

Emphasis is placed on intellectual development, chiefly in mathematics but also in science and language.

The project sponsors a dozen guest seminars each year, short courses, and visits by scholars, and organizes a summer residential course in mathematics education, cognitive psychology, or other educational issues.

EVALUATION: One of several centers written up in David P. Butts, "A Report on NSF-Supported Teacher Centers," Department of Science Education, University of Georgia, Athens, Georgia 30602, 1978.

RESOURCES: Library of books, journals, videotapes, and films; mathematical equipment.

STAFF: Tom O'Brien, full-time director; Shirley Casey, leader at Belleville Center. Center participants hold activities informally on a volunteer basis.

SETTING: River Bluffs group meets in a classroom in a school in Edwardsville. Belleville has its own one-room facility.

The East St. Louis Center is housed in a public school classroom. All three locations are in the St. Louis metropolitan area, about 20 miles from each other.

PARTICIPATION: Greater St. Louis area teachers, ranging from preschool through university faculty.

FEES AND CREDIT: Free. Graduate credit optional through Southern Illinois University.

AFFILIATION AND SUPPORT: School of Education, Southern Illinois University at Edwardsville.

DECISION MAKING: Staff and participants.

ORIGIN: The project began in 1972 as an outcome of an SIU course. It grew from an informal get-together of teachers, interested in improving what they were doing in their classrooms, into three groups, occasional seminars, and short courses.

INFORMATION: The project has an extensive videotaping and publications program. A list of publications is available on request.

TEACHER REACHER

RIDGE SCHOOL
650 RIDGE AVENUE
ELK GROVE VILLAGE, ILLINOIS 60007

(312) 593-4361

DIRECTOR: Peg McGuff

HOURS: Tuesday and Wednesday, 3:30-5:30.

PROGRAM: The center makes available classroom ideas, professional resource materials, and materials to make learninng aids; provides a place where teachers can come to share concerns and receive support; and provides inservice workshops and drop-in counseling.

EVALUATION: Sign-in book and response to workshops are used as evaluation.

RESOURCES: Learning centers on display; teacher-made games; professional magazines and journals; curriculum materials for reading, math, language arts, and science; resource library. District supplementary materials; films, strips, cassettes from district media program.

STAFF: Peg McGuff, director.

SETTING: The center is housed in a classroom in a K-5 school in Elk Grove Village, a northwest suburb of Chicago.

PARTICIPATION: Most participants are K-5 teachers who attend on their own time. Some junior high teachers also participate and administrators attend meetings at the center.

FEES AND CREDIT: None.

AFFILIATION AND SUPPORT: Northwest Suburban School District.

DECISION MAKING: Teacher Reacher is governed by a formal policy board representative of administrators and teachers. The board interviewed and hired the director. The director makes decisions, keeping the board informed.

ORIGIN: Teacher Reacher grew from the interest of teachers. A policy board was formed, the teacher center concept was investigated, and centers in the area were visited. The center opened in 1976.

MAINE TOWNSHIP
TEACHER LEARNING CENTER

8257 HARRISON STREET
NILES, ILLINOIS 60648

(312) 967-6777

DIRECTOR: Barbara Tafelski

HOURS: Tuesday and Friday, 10-6; Wednesday, 2-9; Thursday, 10-9; Saturday, 10-4.

PROGRAM: The goal of the center is to provide superior education for children by providing a relaxing atmosphere in which teachers can pursue professional growth through graduate courses, workshops, or construction of learning tools.

After school, Wednesday and Thursday evenings, and Saturdays, workshops and graduate classes are offered in connection with National College of Education, Northern Illinois University, and DePaul University. Currently, classes and workshops focus on the "changing suburban child" with topics such as child abuse, one-parent families, TV and other media, ethnicity, stress, limited-English-speaking children, as well as subject areas.

On a drop-in basis, participants use the resource library, duplicating equipment, make curriculum materials, and consult with staff. School inservice workshops and Institute Days, scheduled by arrangement with local school districts, provide specific activities on a variety of themes.

EVALUATION: Separate evaluation sheets are used for workshop sessions and graduate classes. There is also a place on the sign-in sheet for teachers' comments on the program and the center.

RESOURCES: Resource library of over 1000 volumes; work area with large tables; Swap Shop of recycled materials. Raw materials for producing curriculum materials; duplicating equipment and laminating machine. Resource person available during all open hours.

STAFF: Barbara Tafelski, director; Adele Tafelski, general assistant; CETA worker for light secretarial work and maintenance of materials, resource library, and Swap Shop; all board members voluntarily "center-sit" in emergencies.

SETTING: Located in a large double classroom and a single classroom in a closed school. Niles is a northern suburb of Chicago.

PARTICIPATION: K-6 teachers from Des Plaines, East Maine, and Park Ridge school districts participate on volunteer time. Student teachers from local colleges and universities, parochial, preschool, and secondary teachers, administrators, and parents also use the center.

FEES AND CREDIT: Graduate courses offered for credit from National College of Education, Northern Illinois University, and DePaul University. Fees of $10-$15 for classes.

AFFILIATION: Independent.

SUPPORT: Building provided by East Maine School District for nominal rent and four inservice workshops. Salaries, supplies, and the library are the results of private foundation grants, Educational Service Region of Cook County grant, fund-raising events, financial contributions from local community groups and teachers' associations, and individual donations. Board members and the staff general assistant volunteer their time.

DECISION MAKING: The board of directors, which hires and supervises staff and makes all major decisions, consists of nine teachers (three elected by teachers in each of three districts served), three administrators (one from each district), one representative from the Educational Service Region of Cook County, one representative from higher education, and one community representative. Three committees, funding, program, and publicity, work with the director in performinng their duties.

ORIGIN: Teachers from three school districts, on the advice of their Illinois Education Association Uniserv director, visited the the Teacher Curriculum Work Center in Chicago in 1974. They decided to start their own center and acquired a grant after six months of hard work. The director, Barbara Tafelski, interned at TCWC for five more months, and the center opened August 25, 1975.

INFORMATION: Brochure; slide/tape presentation.

THE LEARNING CIRCUS

300 MADISON
OAK PARK, ILLINOIS 60302

(312) 848-8855

DIRECTOR: Kathy Schroer

HOURS: Tuesday 10-6; Wednesday 2:30-8; Thursday 10-6; Saturday 10-1.

PROGRAM: We believe that education is a life-long learning process that takes place both inside and outside the classroom. We believe that a community education resource center is a place where both teaching and learning can be implemented and supported through programs, social interaction, and access to materials. It can provide a creative and positive atmosphere for the solution of problems and for the exchange of skills and ideas. Such a center should act as a nucleus of a network that helps all members of the community use available programs, services, and resources, while at the same time identifying gaps and new needs and implementing programs to meet those needs.

Professional staff and a network of volunteers with specific skills are available to support teachers, administrators, parents, and others involved in the educational process. Workshops, seminars, and inservice training for parents and educators are offered on diverse topics related to curriculum, childhood development, common problems, hands-on activities, and services available to our children and ourselves. Examples of workshops are "Story Telling with Flare, and More," "Everything You've Always Wanted to Know about How Your Elementary School Works," "Dramatic Play and Puppet Making," and "What to Expect When Your Child Enters Junior High or High School." Parent/child workshops are held each Saturday on both fun and educational topics to give parents the opportunity to spend time on a project with their children. Inservice workshops are provided in schools on request or in any educational institution such as Sunday schools or child-care centers.

Parent or teacher groups frequently use the center for meetings and as a way of furthering their knowledge of the center and resources provided. Drop-in hours are available to meet on an informal basis to discuss educational problems and develop creative solutions; to browse through the educational resale literature and library; and to make a learning game or toy with assistance from center staff.

EVALUATION: Evaluation of workshops is done through a formal evaluation sheet and informal discussions with participants. Evaluation of other center services and resources is done monthly by the policy board with input from center users.

RESOURCES: Teacher-, volunteer-, and staff-made curriculum materials, games, bulletin boards are available for copying. All materials, including posterboard, pizza wheels, game spinners, laminating, and so forth are available for duplicating curriculum materials on display or on file. Idea books are displayed by subject area and are available for center browsing or for sale. There is a small circulating library of professional books on teaching and parenting. Some teacher made curriculum materials are also available for loan to members. Our recycle component, "Reverse Garbage Truck," is a collection of materials from shops and small industries that would otherwise be discarded. Shopping bags of recycled materials are available for $3 a bag.

STAFF: Kathy Schroer, director and program coordinator; George Dear, secretary and receptionist.

SETTING; The Learning Circus occupies storefront space in Oak Park, a western suburb of Chicago. The location is ideal for serving not only Oak Park, but other western suburbs of Chicago, as well as Austin and other Westside Chicago neighborhoods.

PARTICIPATION: The center is open to everyone.

FEES AND CREDIT: To cover operating expenses, fees are charged for workshops, in-service programs, and most consumable materials. The fees vary. Optional membership fees of $15 individual, $15 family, and $5 student/senior provide special privileges, such as 20% discount on workshop fees and educational materials for sale, 20% off on laminating, and two bags of recycled materials for the price of one. Arrangements have been made with the National College of Education to offer courses for credit from their approved list given by instructors subject to their approval.

AFFILIATION: Independent, not-for-profit organization.

SUPPORT: Since opening, the center has operated on self-generated funds. Proposals have been accepted for funding in 1982 by the Chicago Community Trust and the local Civic Arts Council.

DECISION MAKING: The 21-member board includes six teachers, six parents, one member of local government, one representative of higher education, two administrators, and five at-large members. Besides making policy, board members are expected to raise funds and volunteer time at the center.

ORIGIN: The original impetus to form the center came from a group of parent members of the local PTO Council. The Oak Park Teachers' Association had sought federal funds a few years before to establish a center, but funding was denied. Some of these teachers joined the parent group in establishing The Learning Circus, which opened in November 1980.

INFORMATION: Brochure, monthly newsletter.

URBANA TEACHER CENTER

1602 SOUTH ANDERSON
URBANA, ILLINOIS 61801

(217) 384-3680; 384-3681

DIRECTORS: Margie Lerch and Mary Ellen Sronce

HOURS: Monday through Friday, 8-5; open one night a month for professional activities; other times by special arrangement. Open six hours daily in the summer.

PROGRAM: The center provides support services by loaning curriculum materials, displaying sample materials, and providing a materials development center; serves as communication center for all district personnel, other education agencies, parents, and community groups inside and outside the district; provides inservice training and other professional development opportunities for district personnel; provides opportunities for teachers, administrators and other interested groups to work cooperatively in developing curriculum and educational programs, pre K-adult; provides limited services to other groups, including parents, university students and staff, and neighboring school district personnel.

The inservice program offers options to teachers according to their individual needs. These include university credit courses; board credit courses; one-session workshops; continued-session workshops; discussion/forum meetings; materials development sessions; education conferences; professional evenings designed for curriculum committee meetings; funds for curriculum development and other teacher-designed projects (e.g., integrating black history into the regular curriculum); individually planned activities.

EVALUATION: Evaluation is ongoing with formal and informal feedback gathered each year. The function and special emphases change from year to year as teacher needs and district programs change or develop.

RESOURCES: The facility houses professional resource materials and curriculum materials (commercial and teacher developed). The center provides: raw materials (posterboard, construction paper, felt pens, manila folders, cloth, seal lamin, drymount tissue), equipment (laminating machine, drymount press, thermofax copier, tape copier, primary typewriter, paper cutters). Various rooms are provided for small group and large group meetings.

STAFF: Full-time co-directors, Margie Lerch and Mary Ellen Sronce; fulltime secretary, Joyce Donaldson. Occasional part-time typist from high school program, and volunteers.

SETTING: In 1981 the center moved to a new home in a former elementary school which also houses administrative offices, supportive personnel, the early childhood development program, and the word processing center. The center has 4000 square feet and includes an office, materials development room, textbook and professional library room, a room for supplementary materials, and a meeting room. A gym is also available for large groups.

PARTICIPATION: Urbana School District staff attend on volunteer and release time: teachers (pre K-adult), administrators, custodians, students, and parents. Student teachers from University of Illinois and Eastern Illinois University. Title VI community workers. Teachers and administrators from Champaign County. Substitute teacher time is provided to each building for inservice, parent conferences, or teacher-building initiated projects. Additional release time is provided for special training emphasized and encouraged by the district and for curriculum work.

FEES AND CREDIT: Board credit courses, workshops, and materials are free to district teachers. Laminating costs are charged to each school. Non-district teachers, student teachers, and community people may purchase limited materials at cost. University credit courses available; fee waivers provided for teachers who accept University of Illinois student teachers in their classrooms. Teachers are paid to develop curriculum after school and summers and for teaching board credit courses and leading sessions at the district's three-day Midwinter Conference.

AFFILIATION: Urbana School District 116.

SUPPORT: Urbana School District 116 provides salaries, building utilities, and materials. Illinois State Gifted Reimbursement funds provide some materials and inservice support.

DECISION MAKING: Decisions about routine services to teachers are made by the directors based on direct teacher request. Major decisions about curriculum and inservice training activities are made cooperatively by staff, teacher committees, and district administrators.

ORIGIN: The center was a by-product of the directors' efforts to provide continuous and comprehensive consultant services to district teachers. Both were half-time resource consultants from 1969-72, when they collected materials, set up workshops and curriculum interest groups, asked for space in a closed school, and operated quietly. In 1972 a new superintendent appointed them to full-time positions and the center became official.

INFORMATION: Description of Urbana Program for Staff Development available from: Urbana School District 116, 1602 South Anderson, Urbana, Illinois 61801 (Attn: Don Holste), $5.

THE KOHL JEWISH TEACHER CENTER

161 GREEN BAY ROAD
WILMETTE, ILLINOIS 60091

(312) 251-6950

DIRECTOR: Dolores Kohl Solovy. Coordinator: David Neustadt.

HOURS: Monday, Wednesday, and Thursday, 9:30-5:30; Tuesday, 1-9; Sunday, 9:30-5:30.

PROGRAM: The center provides personalized, self-directed professional growth experiences for Jewish school teachers in a warm, caring environment. When the center was launched in 1974, there was a lack of motivating materials and individualized learning aids for Jewish classrooms. Curriculum design has remained a major focus, and the program has served as a model for other ethnic or minority groups. The center also serves as a model for professional growth in Jewish education that can be replicated in other cities and continues to network with 14 Jewish teachers' centers across the country.

Workshops and inservice programs are offered in all Jewish curriculum areas, as well as in classroom management and coping with stress. The center is also open on a drop-in basis to create teaching materials, design learning centers, do research, browse, and consult with staff.

Out-of-town workshops in materials-making are scheduled by Jewish schools or school boards for their classroom teachers. The "Kohl Jewish Teacher Center on Wheels" takes the staff into small towns in the midwest to assist in curriculum development and materials-making.

The center sponsors internship programs for college students interested in education and for people starting Jewish teacher centers. Both programs range from two-week to three-month training periods. Fellowship grants to study at the center are awarded to outstanding preservice and veteran educators. Staff also provide advisory services for people who want to start centers (including Chicago parochial school teachers and ethnic or minority teachers). In-depth summer seminars, which bring in participants from across the country, are offered by the center.

The Kohl Jewish Teacher Center has three sister centers, the Kohl Teacher Center in Wilmette, Illinois, and teacher centers in Jerusalem and Beersheva, Israel. All operate with the same philosophy and programming. Curriculum outreach programs are highlighted in the "Jewish Teacher Center in a Bag," an annual "Sharathon," and a publication done in cooperation with the centers in Israel.

EVALUATION: Evaluation of programs is done on an informal, day-to-day basis, as well as with formal questionnaires. File cards are used to document activities and the growth of every teacher using the center.

RESOURCES: Workroom, curriculum display area, office, resource/reference room, library; games, picture file, laminating machine, audiovisual equipment, paper cutter, photo copystand.

STAFF: Dolores Kohl Solovy, director; David Neustadt, coordinator; Rena Shaw, office manager; Malka Gluck, Bryna Cytrynbaum, Ellie Bach, curriculum specialists; Micha Padawer, artist, Rabbi Michael Meyers, consultant.

SETTING: Twenty-five hundred square feet in the Kohl Education Centers complex six blocks from the train station in Wilmette, a northern suburb of Chicago.

PARTICIPATION: Orthodox, Conservative, and Reform teachers and principals from afternoon and day schools, K-secondary, attend on volunteer and release time for inservice workshops. Parents and elementary students also attend.

FEES AND CREDIT: Participants may contribute a voluntary membership fee of $15 per year. Institutional memberships are also offered.

AFFILIATION: Independent, non-profit organization.

SUPPORT: Private foundation; income from membership and workshop fees.

DECISION MAKING: Policy and goals are determined by the director. Coordinator and staff make day-to-day decisions.

ORIGIN: With the model of the Kohl Teacher Center in mind, Dolores Solovy contacted teachers around the country to design materials for Jewish classes. Using prototypes developed at the Kohl Teacher Center, 20 teachers spent a summer making non-text, student-centered, individualized learning materials to be used in the proposed center, which opened in September 1975.

INFORMATION: Newsletters; fliers. "Jewish Teacher Center in a Bag"; Teacher Centering; Sharathon Book.

THE KOHL TEACHER CENTER

165 GREEN BAY ROAD
WILMETTE, ILLINOIS 60091

(312) 256-6056

DIRECTOR: Dolores Kohl Solovy. Coordinator: David Neustadt.

HOURS: Monday, Thursday, and Friday, 9:30-5:30; Tuesday, 1-9; Saturday, 9-4.

PROGRAM: The pilot center of a consortium of teacher centers funded and directed by a single foundation, the Kohl Teacher Center has had strong collaborative and networking ties with its sister centers and other teacher centers from its inception.

The center promotes the positive self-concept of teachers and administrators; encourages professional initiative and collegial sharing; offers renewal and recognition programs for veteran teachers; provides a caring environment where educators and parents can share, solve problems, and grow together; creates curriculum materials as resources for teachers.

Taking a developmental and individualized approach to professional growth, center staff support teachers in designing learning programs according to self-defined needs and interests. Workshops for preservice, first-year, and veteran teachers cover a wide range of topics. Summer workshops offer course work in specific teaching techniques.

Teachers use the center on a drop-in or scheduled basis to make games and learning aids, browse, talk with other teachers, and consult with staff. Inservice days for school staffs or university classes take place at the center or in the school. Programs recognizing gifted and veteran teachers include Exemplary Teaching Awards and a Master Teacher in Residence Fellowship.

Curriculum loan boxes are available at the center to members for a 2-3 week loan period. These boxes are designed to supplement classroom instruction and to supply teachers with additional ideas and materials for working with students. Included in each box are manipulatives to use along with sample worksheets, bulletin board ideas, learning centers, evaluation techniques, and a teacher's guide.

EVALUATION: Formal evaluations of workshops, inservice, and other programs. Teacher file cards are used to document center activities and programs.

RESOURCES: Extensive collection of teacher-designed learning materials. Instructional displays; Curriculum Loan Boxes; 360 book titles to purchase; supplies like blank puzzles, spinners, posterboard, plexiglas. Cardboard carpentry area, commercial library, workshop rooms, and recycle shop. Drymount press, 25" roll laminator, xerox, thermofax, and ditto machines, slide and overhead projectors, super 8 cameras, GBC binder, and paper cutters.

STAFF: Dolores Kohl Solovy, director; David Neustadt, coordinator; Roberta McCollister and Christine San Jose, educational consultants; Julie Bradford, consultant; Wanda Lincoln, DK Educational Foundation Teacher in Residence; Eleanor Davis, acquisitions/bookkeeper/secretary.

SETTING: Seventy-five-hundred square feet within the Kohl Education Centers Complex six blocks from the train station in Wilmette, a northern suburb of Chicago on Lake Michigan.

PARTICIPATION: Preschool, elementary, and junior high teachers and administrators from Chicago's suburban and city schools participate mostly on volunteer time. Preservice students, university educators, parents and children also use the center.

FEES AND CREDIT: A membership of $25 per year entitles participants to two free workshops, two dinner meetings, use of Curriculum Boxes in their classroom, and mailings. Workshop fees are generally $10 for non-members, which includes materials. Graduate credit is available through National College of Education.

AFFILIATION: Independent, non-profit organization.

SUPPORT: Private foundation; income from membership, workshop, and inservice fees and sale of educational materials.

DECISION MAKING: Day-to-day decisions are made by the program coordinator and staff; policy and philosophy are decided by the director, coordinator, staff, and consultants.

ORIGIN: Dolores Kohl Solovy took a leave of absence from teaching and got together with other teachers in the area who had expressed the need for a teacher center. Teachers from several neighboring districts were invited to help set up curriculum displays and share their learning materials. The center, which opened in 1974, grew out of this activity.

INFORMATION: Slide/tape show; fliers, brochure; newsletters. "The Teacher Center in a Tube." "A Teacher Center Looks at the 80s."

HAMMOND TEACHER CENTER

6530 NEW HAMPSHIRE AVENUE
HAMMOND, INDIANA 46323

(219) 844-0684

DIRECTOR: Mona D. Sherman

HOURS: Monday, Tuesday, Wednesday, Friday, 9-5; Thursday, 9-8; open other times by appointment and for scheduled workshops. Summer hours: Monday through Friday, 9-4.

PROGRAM: The purpose of the Hammond Teacher Center is to design and implement personal and professional growth opportunities to help teachers meet the educational needs of their students.

Inservice workshops and opportunities based on needs assessments are offered after school, evenings, weekends, and during release time. Workshop topics have included cardboard carpentry, macrame a handbag, an introduction to signing and its classroom applications, kindergarten art ideas, and teaching reading to the gifted child. Workshops focusing on parents' needs are periodically offered. College credit courses, such as "The World at Work--An Economics Workshop for Teachers," are also available. Events such as the Hammond Area Reading Council Banquet and Installation are hosted by the center. Drop-in hours are available for teachers, college students, and community members to use equipment and materials.

EVALUATION: The teacher center maintains a systematic evaluation program. Inservice workshops are evaluated routinely, and needs assessments are updated in order to monitor changes in teachers' needs.

RESOURCES: The center has a spacious four room facility including a resource area, workshop area, lounge-meeting room with refreshments available, and an office. There is a growing file of teacher-made materials, a professional library, catalogues, teacher idea newspapers, kits, games, 25" roll laminator, letter press machine, label maker, paper punch book binder, badge maker, projectors, overhead projector, opaque projector, triwall tools, copy machine, thermofax, ditto machine, primary typewriter, and a large paper cutter. The center provides glue, scissors, tape, paper, markers, and crayons. A "valuable junk" area contains recycled materials for participants' use.

STAFF: Mona D. Sherman, full-time director; Gardest Gillespie, part-time assistant director; Virginia Jemiola, part-time media coordinator; Pamela J. DeWitt, full-time secretary.

SETTING: The Hammond Teacher Center is located in Miller School, an elementary school closed due to declining enrollment, in the Hessville section of Hammond.

PARTICIPATION: The center is open to all K-12 public and non-public school teachers, college students, and community members. A limited number of release-time workshops are available for teachers. Substitutes are paid for by the center.

FEES AND CREDIT: Use of the center is free. There is a minimal charge for refreshments and some materials. College credit courses are offered through Purdue University and Indiana University Northwest on a per credit fee.

AFFILIATION: School City of Hammond.

SUPPORT: The Hammond Teacher Center is supported by a grant from the US Department of Education (formerly USOE) Teacher Centers Program. The School City of Hammond acts as the fiscal agent.

DECISION MAKING: The policy board, which is responsible for the planning and operation of the center, is composed of 18 members, including 14 teachers representative of elementary, secondary, special education, vocational, bilingual, and non-public school teachers served by the center; one administrator; one higher education representative; and two representatives from the Board of School Trustees of the School City of Hammond. The board meets monthly to set overall policy and to approve expenditures. The board also recommends the appointment of the director to the School City of Hammond. The director recommends hiring of staff to the board and hires consultants for the center.

ORIGIN: The Hammond Teacher Center is the product of a systemwide effort encouraged by the Board of School Trustees, the Teachers Federation, and the administrators of the School City. After initial planning by a committee, an 18-member policy board was created to apply for initial funding and to oversee project development. Under the guidance of the policy board a needs assessment was completed, priorities were established, and the planning grant proposal was prepared. The grant was funded in the fall of 1979 by the federal Teacher Centers Program.

INFORMATION: Monthly newsletter; slide/tape presentation.

INDIANAPOLIS TEACHER CENTER

1102 NORTH WEST STREET
INDIANAPOLIS, INDIANA 46202

(317) 266-4117

DIRECTOR: Carolyn Fay

HOURS: Monday, 8-8; Tuesday through Friday, 8-4:45.

PROGRAM: The primary functions of the center include allowing teachers funds to design, develop and attend workshops and other inservice activities that serve their needs; providing materials and workspace for teachers to create immediate, workable materials for their classrooms; initiating research designs and classroom applications relating to assessed needs that the center disseminates systemwide.

The center works cooperatively with local universities to provide specific workshops for credit, including courses in reading instruction, classroom management skills, research methods, and consumer education. Release time workshops have been held on learning centers, Reality Therapy, special education, and cardboard carpentry. After-school workshops have had topics ranging from legal liabilities of teachers to cardiopulmonary resuscitation. Mini-grants have been given to teachers attending the Council of Exceptional Children and a conference on the Holocaust.

EVALUATION: Evaluation at the center is conducted in a formal way at the end of each workshop; follow-up evaluations are sent to teachers after one month to check on the applicability to the classroom. Staff members hold informal discussions with participants to evaluate programs. The director of another teacher center, a professor of education, and a policy board chairperson externally evaluate the center on an annual basis.

RESOURCES: The center's workrooms include laminating and duplicating machines, idea books and tools for cardboard carpentry, as well as those needed for learning centers and bulletin boards, a letter press (cuts out letters for the bulletin board), audiovisual equipment, activity files created by teachers in content areas, a clearinghouse of teacher-made games and activities, typewriters, photographic equipment, sewing machines, and kitchen facilities.

STAFF: Full-time: Carolyn Fay, director; Herb Budden, program developer; Carolyn White, dissemination specialist; Beverly Appleton, staff secretary.

SETTING: The center is located in an historic school building (Booker T. Washington School #17) near downtown Indianapolis. The building contains six classrooms, an office, a teachers' workroom, a clearinghouse room for teacher-made materials and games, a lounge, and a print shop.

PARTICIPATION: The center serves K-12 teachers from the Indianapolis Public School district, as well as those from the Archdiocesan schools in the city. This immediate service population includes nearly 4000 teachers; occasionally teachers from the greater metropolitan area have used the center. Workshops have been held where parents and administrators joined with teachers. About half our workshops are held during school hours with release time available. The center works cooperatively with the school districts in obtaining substitutes for teachers; we have had to monitor carefully days for release time workshops due to the shifting availability of substitutes.

FEES AND CREDIT: About one-third of the workshops offered at the center have optional graduate credit available. Local universities cooperate in granting the credit, which accrues during workshop hours and in subsequent meetings that fulfill the university's requirements. The participants, should they opt for credit, pay tuition themselves. The center charges no fees for other workshop offerings; however, there are small fees for use of the duplicating and laminating equipment.

AFFILIATION: Indianapolis Public Schools.

SUPPORT: The center is funded partially by a US Department of Education (formerly USOE) Teacher Centers Program grant; the IPS district, however, cooperates by making the building available, and by funding staff salaries.

DECISION MAKING: The policy board of the center has 25 members: 13 teachers, nine administrators, one representative from Indiana University, one parent, and one community liaison. The board meets every two months as a whole unit; subcommittees on program, PR/dissemination, evaluation, and budget meet as needed. The program subcommittee monitors staff decisions regarding program offerings at the center. The center staff was hired by a hiring committee composed jointly of teachers and district personnel division administrators on the policy board.

ORIGIN: The Indianapolis Teacher Center opened officially in September 1978, although the policy board had been functioning for a year previous. The center grew out of the commitment of teachers actively involved in the local teacher association's Instruction and Professional Development Committee. Indianapolis' early involvement with the NEA's advocacy of teacher center legislation at the national level encouraged the policy board to begin work on a proposal.

INFORMATION: Fliers; "Interim Performance Report." The Indiana Department of Public Instruction has a slide/tape presentation completed on the teacher centers now operating in Indiana; the ITC has its own videotape presentation.

AREA EDUCATION AGENCY 7
TEACHER CENTER

NELLIE GARVEY SCHOOL
2201 EAST MITCHELL AVENUE
WATERLOO, IOWA 50702

(319) 234-2246

DIRECTOR: Diane M. Gibson

HOURS: Monday and Friday, 7:30-5; Tuesday through Thursday, 7:30-7; second and fourth Saturdays of each month, 10-2. Open 7:30-4 during the summer.

PROGRAM: The main purpose of the AEA-7 Teacher Center is to provide an opportunity for teachers in the area to have an active voice in their inservice and professional growth activities. This goal is accomplished through: (1) coordinating district inservice committees made up primarily of classroom teachers; (2) short workshops on specific topics designed to facilitate sharing among classroom teachers; and (3) sponsoring teachers to develop curriculum materials.

Center programs and materials generally focus on basic skills; however, particular emphasis is also placed on mainstreaming, multicultural, and non-sexist education.

EVALUATION: Evaluation is continuous. Program components, such as project plan units, workshops, and materials, are evaluated on a regular basis.

RESOURCES: Large collection of teacher-made games and materials; a variety of raw materials to make games and activities to take back to the classroom; several supplementary units developed by teachers in the area; opaque and overhead projectors, laminator, copier, thermal spirit master machine, and some professional library materials.

STAFF: Diane M. Gibson, program director; Lynn Bemer, materials coordinator; Diana Svobodny, assistant to the director. All positions are full time.

SETTING: The center is located in the lower level of a school building in Waterloo, one of the largest cities in northeast Iowa. The center facility consists of two classroom areas and a large multi-purpose room (approximately the size of three classrooms). There is a private entrance off the parking area.

PARTICIPATION: Participants are K-12 teachers from 26 school districts and non-public schools throughout an area of 2880 square miles. Participants most often attending workshops or activities are elementary teachers, both urban and rural. Secondary teachers attend when the session is geared to a particular subject area, such as creative writing for the verbally gifted. Of the 3500 teachers in the area, more than 60% have participated in center activities over the past two years.

FEES AND CREDIT: None.

AFFILIATION: Area Education Agency 7 is an intermediate service agency that provides special education, general education, and media services to 26 districts in northeast Iowa.

SUPPORT: The AEA-7 Teacher Center is totally supported by a grant from the US Department of Education (formerly USOE) Teacher Centers Program. AEA-7 acts as fiscal agent.

DECISION MAKING: The teacher center policy board is composed of 11 teachers, including special and vocational education, three administrators, one higher education representative, one parochial school representative, and two AEA-7 representatives. The board oversees and supervises all program activities at the center, hires staff, and makes policy decisions. Center staff make program decisions and seek approval of new programs at monthly board meetings.

ORIGIN: Individual teacher leaders in the area saw the need for a teacher center and took the initiative to seek federal monies and the support of local education agencies. The original policy board submitted a proposal to the Teacher Centers Program for federal funding in March 1978. The program was approved and funded for a 36-month period beginning September 15, 1978. The center was successful in obtaining another 36-month grant from the Department of Education in July 1981.

INFORMATION: The center publishes a monthly newsletter and often sends fliers to special groups. A workshop booklet listing the sessions offered over a two-month period is distributed each quarter.

CHEROKEE COUNTY TEACHER CENTER

500 WEST MAPLE
COLUMBUS, KANSAS 66725

(316) 429-1995

DIRECTOR: Elaine Herron

HOURS: Monday, Wednesday, Thursday, 7:30-5; Tuesday, 7:30-9; Friday, 7:30-3; Saturday by appointment. Closed mid-July through mid-August.

PROGRAM: The Cherokee County Teacher Center has as its goals to assist individual teachers and meet their resource and staff development needs as quickly as possible; to present workshops, seminars, and credit classes as needs and desires are expressed; to provide a place where teachers can share and work on materials; and to make accessible educational materials that are difficult to locate in our rural setting.

Our major focus is on motivation, classroom management, discipline techniques, and learning/teaching styles.

EVALUATION: Every formal session has a short formal evaluation form. These are followed up by informal evaluation by staff and policy board.

RESOURCES: Computer time, teachers' supplies, letter machine, books, and laminator.

STAFF: Elaine Herron, director; Floedna Fiedler, full-time secretary; Suzanne Myers, part-time secretary at satellite center.

SETTING: The center occupies one room on the third floor of an old high school building in Columbus, which is the county seat of Cherokee County, located in the far southeast corner of Kansas. Columbus is a small town in a farming community with a population of approximately 3700. The satellite center has its office in a small storage room in the kindergarten building in Galena, a town of approximately 3700 located on the border of Kansas-Missouri and Kansas-Oklahoma.

PARTICIPATION: The center serves elementary and secondary teachers, aides, substitute teachers, and administrators from Columbus and Galena districts. Teachers from surrounding areas participate on an independent basis, as well as preservice teachers from the local university. Some release time is provided.

FEES AND CREDIT: Fees are charged only to participants from outside our grant area for workshops. Graduate course fees are determined by the local university.

AFFILIATION: Columbus Unified District #493.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program; technical assistance funds from Kansas State Department of Education; Columbus Unified District #493; and Galena District #499.

DECISION MAKING: A 13-member policy board of teachers, administrators, and parents makes policy decisions. Committees have been formed to set certain guidelines within that policy. All full-time certified personnel are recommended by the policy board and contracts are issued by Columbus Unified District #493.

ORIGIN: The center is the outgrowth of concern of teachers, administrators, and parents in an organization called E.P.I.C. A proposal for a teacher center was submitted to the State Department of Kansas in spring 1981, and the center began operating with a federal grant in September 1981.

INFORMATION: Monthly newsletter and fliers.

FLINT HILLS TEACHER CENTER

BOX L
OGDEN, KANSAS 66517

(913) 539-4668

DIRECTOR: Joyce Scammahorn

HOURS: Monday through Friday, 8-5; Saturday, 9-12. Summer hours: Monday through Friday, 8-4, and other times by request. Satellite center: open first and third Mondays, 3-6.

PROGRAM: The fair exchange of ideas and concepts relative to the learning experience is what our center is all about. Students will know that their teachers have had the opportunity to advance themselves by the fresh approach that teachers bring to the classroom.

The center offers varied inservice programs designed to meet the needs teachers have identified through formal (group) and informal (individual) needs assessments. Our program is a balance of elementary and secondary offerings, various subject matter, and long- and short-term involvement. Workshops at the center are highly individualized, special events, and most are led by classroom teachers willing to share their expertise in a specific area. Mini-awards for curriculum development are available for teachers who have an idea they would like to implement in their classrooms. The center also offers a unique support system for teachers through our cadre service, which is available to help teachers plan or implement new teaching strategies. The cadre is composed of classroom teachers from our various districts. Our liaison with Kansas State University, Manhattan, has resulted in various course offerings based on teacher requests in our service area.

EVALUATION: Evaluation forms are used for all center activities, including workshops, mini-awards, conferences attended, and credit courses. The form is two-fold: one section is a numerical ranking of several questions, and the second section asks for an open-ended response.

RESOURCES: Professional library, meeting room, make-and-take laboratory. Drymount press, make-and-take supplies, filmstrips. Make-and-take ideas created by teachers are displayed at the center. Our satellite center is one large room used for workshops and make-and-take.

STAFF: Joyce Scammahorn, full-time director; Darcy Rourk, inservice coordinator; Kay Weigel, part-time media coordinator; Tammy David, secretary.

SETTING: The center occupies two rooms in Ogden Elementary School, which is seven miles west of Manhattan. One room is used for offices and media and the other for workshops and a make-and-take laboratory. Manhattan is approximately 50 miles southeast of Topeka. A one-room satellite center is located in Blue Rapids, about 60 miles from Manhattan.

PARTICIPATION: Participants are primarily elementary public and private school teachers from the consortium district, which covers a 100-mile radius. Secondary techers also participate. Some release time is available when the center offers all-day workshops or sponsors special programs during the school day.

FEES AND CREDIT: Workshops and conferences are free. Kansas State University provides courses for the center based on teachers' requests; tuition fees are charged.

AFFILIATION: The center is a consortium of six school districts and two private schools. Manhattan Unified School District #383 is the fiscal agent.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program. We have strong support from our school districts and from teachers, administrators, and volunteers from the community and special interest groups.

DECISION MAKING: A 16-member policy board consisting of representatives from each of the consortium schools, St. Gregory's Parochial School, and the University, hires the director. The director recommends staff to the board for approval. A 45-member committee of building representatives from each school offers program advice to staff at monthly meetings.

ORIGIN: A proposal developed by the policy board was submitted by Manhattan Public Schools to the Teacher Centers Program in March 1979. The center was funded and opened in October 1979.

INFORMATION: Fliers; "The Echo," monthly newsletter with calendar; quarterly catalogue of offerings; slide show.

MURDOCK TEACHER CENTER

670 NORTH EDGEMOOR
WICHITA, KANSAS 67208

(316) 682-1565

DIRECTOR: Allen W. Mills

HOURS: Monday through Friday, 7:45 am-8 pm; Saturday, 8-5. Open 8-5 holidays and during the summer.

PROGRAM: The center offers varied inservice programs designed to give district teachers the knowledge, skills, and materials needed to create humanistic, student-centered classrooms. Programs are presented as graduate courses; two to five consecutive study group sessions on one topic; single session discussion groups; or make-and-take workshops that include various instructional materials, cardboard carpentry, and laminating. In addition, the center conducts workshops in weaving, cooking, rug assembly, Indian crafts, papermaking, bookbinding and printing, and puppetry.

Center staff work in classrooms to assist individual teachers implement programs, apply new teaching techniques, and change classroom environments, and are often called on to help schools plan and facilitate faculty inservice programs. With curriculum specialists, staff also help teachers use new textbooks and curriculum programs.

EVALUATION: "Impact Assessment" sheets on individual workshops.

RESOURCES: Construction room, make-and-take room with teacher-and staff-made materials available for replication, conference and large meeting areas, extensive professional library. Audio-visual and multimedia equipment, including xerox, mimeograph, and ditto machines, microfiche reader, cameras, drymount presses, laminating machines; cardboard carpentry and other building tools. Supplies, such as paper, magic markers, and glue sticks, are available to teachers at cost.

STAFF: Allen W. Mills, director and teaching advisor; Patsy Burdine, Peggy Friedman, secondary teaching advisors; Mary Ellen Issac, Lottie Miller, elementary teaching advisors; Margaret Deaver, library media advisor; Falba Morton, secretary; Sally Wegerer, instructional aide. All staff are employed full-time at the center and function as developers and facilitators of various programs.

SETTING: Murdock Teacher Center is housed in a 14-room former elementary school built in 1951. The school was closed in 1973 as a result of busing for desegregation and declining enrollment. The building, refurbished by the board of education, is located on the east side of the city in a post-World War II residential area with encroaching small commercial enterprises. An adjoining large community park is used for some outdoor center activities.

PARTICIPATION: Any district personnel may attend courses, workshops, seminars and study groups on volunteer time. Twenty-seven school districts surrounding Wichita are invited to participate. Parent groups, the retired teachers' organization, and civic groups such as Girl Scouts also use the center.

FEES AND CREDIT: Most activities are free. A minimal fee is charged for some workshops and materials, such as cardboard carpentry. University tuition fee is charged for graduate courses, which earn two or three hours of credit.

AFFILIATION: Office of Staff Development, Unified School District #259.

SUPPORT: Board of education general budget.

DECISION MAKING: Center staff and curriculum directors make decisions based on a district-wide needs assessment. Policy/supervisory board is being developed.

ORIGIN: The center began in 1973 as a project for junior-high-school language arts, social studies, and mathematics teachers funded under ESEA Title IV-C.

INFORMATION: Newsletter.

GREATER FRANKLIN COUNTY TEACHER CENTER

916 EAST MAIN STREET
FRANKFORT, KENTUCKY 40602-0636

(502) 695-2460

DIRECTOR: Herbert Franklin

HOURS: Monday through Friday, 8-4:30; open other times by special arrangement.

PROGRAM: The Greater Franklin County Teacher Center is a cooperative effort among public, private, and parochial schools that provides a staff development program responsive to teachers' needs. Program activities are delivered to teachers through three main arteries--workshops, services, and resources.

Workshops dealing with subject areas, grade levels, and specific interests such as discipline, stress, classroom management, and teacher burn-out, are offered at the center and in schools. Workshops are led by center staff, outside consultants, and teachers from within the system.

Services offered by the center include a newsletter, hotline, technique demonstrations, drop-in consultation, videotaping, filmmaking, and media curriculum development. The center also provides materials and ideas for make-and-take, funds for visitations, prep-seminars, and mini-awards.

EVALUATION: Informal evaluation is constantly carried out through discussions and voluntary feedback. Formal evaluation takes place for most activities. Participants are asked to complete one of the Session Reaction Forms at the close of the session. Data from the forms is shared with the session leader and studied by the staff. Changes in the program are made as needed.

RESOURCES: Curriculum library including texts, kits, filmstrips, journals and so forth. Xerox machine, laminator, paper cutter, super 8 cameras and projector, VTR equipment, 35mm camera, box cameras, dark room, overhead projector, slide projector, filmstrip maker and projector.

STAFF: Herbert Franklin, director; Audrey Goodloe, activities coordinator; Fred Johnson, media coordinator; Leea Gatewood, secretary/bookkeeper.

SETTING: Office space, storage room, and large activity area in the basement of the Central Office (approximately 3000 square feet). The center is located in Frankfort, Kentucky.

PARTICIPATION: The center serves the elementary and secondary teachers and administrators of four systems in Franklin County: the Franklin County Public Schools, Frankfort City Schools, Good Shepherd, and Capital Day Private School.

FEES AND CREDIT: None.

AFFILIATION: Franklin County Public Schools.

SUPPORT: Primary funding comes from US Department of Education (formerly USOE) Teacher Centers Program grant. Franklin County Public Schools picks up all indirect costs.

DECISION MAKING: The 36-member policy board includes 11 elementary teachers, five secondary, two special education, one vocational education, three librarians, one counselor, one building administrator, three central office administrators, one superintendent, three professors, one university president, two private school board members, and two teacher organization representatives. There is a functional personnel committee, program committee, and finance committee. Center staff carries out directions of the policy board and is evaluated by the Director of Federal programs who is on the program committee.

ORIGIN: The policy board initiated the program September 10, 1979, after submitting a grant proposal to the federal Teacher Centers Program. The Center opened December 1979.

INFORMATION: Monthly newsletter, flier, bulletin, brochure.

GREEN RIVER TEACHING CENTER

1716 FREDERICA STREET
OWENSBORO, KENTUCKY 42301

(502) 683-0293

DIRECTOR: Marilyn H. Mills

HOURS: Monday through Friday, 10-5:30. Summer hours: Monday through Friday, 8-3:30.

PROGRAM: The purpose of the Green River Teaching Center is to schedule inservice programs designed to provide professional growth and development for 1200 teachers in three districts (Daviess County, Owensboro Independent, Owensboro Catholic) and to coordinate workshops relating to specified teacher needs to provide opportunities for teacher renewal. The center also provides a place where teachers can browse, learn, make, create, discover, share, or just relax.

EVALUATION: Individual workshops are evaluated through feedback sheets that ask teachers to rate on a scale their reactions to the workshop. Comments and suggestions on the form provide an assessment of teacher needs.

RESOURCES: Resource center with a collection of instructional materials and file of human resources; professional library with print and audiovisual materials; work area for workshops and inservice programs; communication and idea sharing space and make-and-take supply materials, laminating machine, xerox copier, projectors, recycling bins, paper cutters, sample classroom games, and displays.

STAFF: Marilyn H. Mills, director; Wendy Walker, secretary.

SETTING: The center is located in two large classrooms on the second floor of a centrally located school building. The facility is located within a 15-minute drive for all educational personnel in the area.

PARTICIPATION: More than 1000 elementary and secondary teachers, administrators, and other personnel participate on volunteer and some release time. Community members attend adult education courses at the center.

FEES AND CREDIT: None.

AFFILIATION: The center is a consortium of the public and non-public schools in the Owensboro and Daviess County area.

SUPPORT: Funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program. The Owensboro Board of Education serves as the fiscal agent.

DECISION MAKING: The policy board is composed of 18 members, 51% percent of whom are classroom teachers. The policy board works with staff in determining program goals and objectives, and supervising center operations.

ORIGIN: The center opened in January 1981 with a planning grant from the Teacher Centers Program.

INFORMATION: Brochure, newsletter, calendar of events.

NEW ORLEANS TEACHER CENTER

LAKEVIEW ADMINISTRATIVE ANNEX
5931 MILNE BOULEVARD
NEW ORLEANS, LOUISIANA 70124

(504) 486-9418; 486-9419

DIRECTOR: Brenda L. Pickett

HOURS: Monday through Friday, 9-6. Summer hours: Monday through Friday, 9-3.

PROGRAM: The New Orleans Teacher Center is based on the principle of teachers helping teachers. It is the aim of the center to provide the necessary assistance to any teacher or paraprofessional who requests it. Based on a preliminary needs assessment survey, teachers are receiving assistance in the following areas: (1) reinforcing and improving basic skills; (2) improving multicultural educational concepts; (3) accepting the exceptional child in the classroom; (4) improving student-teacher relationships; (5) developing skills to cope with stress; (6) developing a system for free exchanges of ideas and materials; (7) utilizing alternative teaching methods based on research; (8) utilizing community resources to aid with the instructional process.

A continuing needs assessment is one of the priorities addressed by the center. This is accomplished through surveys, questionnaires, consultations, and group discussions. These assessments keep our programs and workshops current with teacher needs and expectations.

New Orleans Teacher Center believes that teachers are the best resources for other teachers. Therefore, the vast majority of our workshops are presented by experienced "master" teachers from Orleans Parish Schools. These educators donate their time and services.

The New Orleans Teacher Center also offers credit courses in conjunction with universities in Louisiana and Mississippi. Recent offerings have been in stress management, language arts, and math.

EVALUATION: Individual workshops are evaluated through an evaluation questionnaire. Sign-in sheets are used to document center use.

RESOURCES: The center offers free laminating and xeroxing to teachers and paraprofessionals. We also supply free art supplies and assistance in making classroom aids. Additional resources include a professional library and two conference rooms.

STAFF: Brenda Pickett, director; Simone Lefrere, resource teacher (mathematics, art), coordinates workshop scheduling; Gayle Duskin, resource teacher (language arts), coordinates publications; Anita Hagood, resource teacher (classroom management, stress); Berdell Blackwell, secretary.

SETTING: The center is housed in three rooms in the Lakeview Administrative Annex Building, formally an elementary school.

PARTICIPATION: Public, private, and parochial school teachers and paraprofessionals, preschool-12, from Orleans parish, as well as neighboring parishes, participate on volunteer time. Principals, administrators, parents, and students are also included in teacher center activities.

FEES AND CREDIT: Center-sponsored workshops are free: those offered for the Professional Improvement Plan are $3 per person. The cost of credit courses varies according to the fee system of each university.

AFFILIATION: New Orleans Public Schools.

SUPPORT: Grant from US Department of Education (formerly USOE) Teacher Centers Program supports the salaries of four staff persons as well as other budget items. New Orleans Public Schools pays the salary of the fifth staff person and provides housing for the center. The United Teachers of New Orleans contributes equipment and funds for mini-awards.

DECISION MAKING: Decisions are made by a policy board made up of members from the University of New Orleans and the Orleans Parish School System. The policy board determines procedures, which are carried out by the director and staff.

ORIGIN: New Orleans Teacher Center resulted from the joint efforts of the University of New Orleans, the Orleans Parish School Board, and the United Teachers of New Orleans. A federal grant was awarded and the center officially opened its doors on February 4, 1980.

INFORMATION: Two monthly publications: a newsletter, "Bravo," and a calendar of events. We also have general promotional materials and fliers.

TEACHER RESOURCE SERVICE

3619 CAMP STREET
NEW ORLEANS, LOUISIANA 70115

(504) 895-5515

DIRECTOR: Lynette Jerry

HOURS: Wednesday, 12-6; Tuesday and Thursday, 3-6; Saturday, 10-2.

PROGRAM: The Teacher Resource Service offers all educators a professional, supportive atmosphere and setting for innovation, exploration, and change. The TRS seeks to "better the conditions, experiences, and performance" of all those who participate. TRS is a membership organization, open to all. Services include a recycle warehouse of industrial and household materials; display areas where raw materials from the warehouse have been made into curriculum materials; workshops held in the center and by request in schools and programs throughout the city. Recent workshop topics include oral history, "color your threads" (silkscreening), and "natural wonders" (field trip in a city park).

EVALUATION: In 1978-79 TRS held three group meetings to set up committees to evaluate (1) popularity (who wants to get involved); (2) funding options; and (3) resources and teacher needs: how to best meet these expressed needs.

RESOURCES: Located in a school's custodial lodge (seven room house): workroom with paper cutter, office supplies, laminator, large worktables, tools (hammer, saw, nails); library of professional books and magazines; and recycle warehouse (three rooms filled with raw materials, carpet samples, paper, magazines, containers, material scraps, posters, records).

STAFF: Lynette Jerry, coordinator.

SETTING: Located in a semi-residential area known as Uptown New Orleans, in a school-board-owned custodial lodge.

PARTICIPATION: Majority of TRS members are grammar school teachers, grades K-8, from New Orleans inner-city public schools. Day-care trainees from St. Mark's Day Care Training Program, and various preschool and private school teachers occasionally participate. A few parent-volunteers in the Orleans PTA and administrators participate.

FEES AND CREDIT: Each TRS membership is $10 per school year, entitling the member to free and unlimited use of the warehouse, free workshops, use of the workroom and library. Quite often public school teachers are reimbursed for the membership fee by local schools.

AFFILIATION: St. Mark's Community Center.

SUPPORT: The coordinator's salary is paid by St. Mark's Community Center, along with a limited amount of funds for office supplies and gasoline for the TRS van. Utilities are paid from membership fees. The building is rent-free, provided by Orleans Parish School Board. Materials are usually donated by businesses and individuals.

DECISION MAKING: The coordinator of TRS is directly supervised by the program coordinator of the St. Mark's Day Care Training Program, Margery Freeman. The TRS coordinator and St. Mark's program coordinator decide what TRS can accomplish under the wing and with the financial support of St. Mark's Community Center. Weekly staff meetings communicate needs and policy. The internal workings of TRS are the full responsibility of the TRS coordinator, who carries out all necessary tasks and their evaluation.

ORIGIN: In 1972, TRS began as a VISTA project in response to the needs expressed by public school teachers for supplies for their classrooms. In 1974, the Orleans Parish School System took over funding TRS totally. Early in fall 1978, the Orleans Parish public school teachers (United Teachers of New Orleans) went on strike, and many worthwhile programs were cut, including TRS. UTNO donated $3100 to TRS that year, and in spring 1979, the School Board donated $4000. In 1979-80 TRS came under the wing of St. Mark's Community Center Day Care Training Program.

INFORMATION: Newsletter/calendar.

MID-COAST TEACHERS' CENTER

DOWNEAST BUILDING
ROUTE 1
ROCKPORT, MAINE 04856

(207) 594-5428

Mailing Address:
BOX 860
CAMDEN, MAINE 04843

DIRECTOR: Kevin Lawless

HOURS: Monday through Thursday, 9-9; Friday, 9-5. Hours may vary depending on programs scheduled and season. Summer hours 9-5.

PROGRAM: Mid-Coast Teachers' Center provides training and resources to help regular classroom teachers meet the needs of their gifted and handicapped students. Resources include a local teacher-developed, computerized file of teacher-made and teacher-used materials and a computer information search service. Workshops, mini-courses, and courses on topics related to the needs of exceptional students are offered at the center or in the schools. The center also provides training and support for building-based teachers who advise other teachers. A summer institute on the gifted and talented was held in summer 1979. Summer institutes are planned on topics such as teachers publishing their own work, effective teaching, and assessing children's learning problems.

EVALUATION: A variety of evaluation procedures including narratives, rating scales, and search service evaluation forms are used. The policy board is investigating ways to gather more qualitative data.

RESOURCES: Professional library and curriculum materials lending library with materials related to the needs of exceptional children. Computer information search service. Portable microfiche readers; photocopier; duplicating machine; laminating press. Meeting and gathering room. Pick-up and delivery of materials at each school site.

STAFF: Kevin Lawless, full-time director; Debbie Pietro, full-time coordinator of information support services; Joan Foshee, full-time secretary; Anne Beebe-Center, full-time educational resources specialist.

SETTING: Four rooms in a large refurbished old home that houses the offices of Downeast Magazine in Rockport, Maine. Rockport is a town on Penobscot Bay in mid-coast Maine near Rockland.

PARTICIPATION: K-12 school personnel from Knox and parts of Waldo and Lincoln Counties in Maine. Community members, college students, public agency personnel, and students are occasional users.

The policy board may approve payment to participating districts for substitutes on written request by a teacher. Release time may be requested to do research, visit classrooms, attend conferences, develop instructional materials, and code and describe shareable materials for the local computer file. A teacher may request up to two regular school days of release time or up to five days of non-school time at $25 a day (five hour day) in any school year.

FEES AND CREDIT: Most workshops and courses carry recertification credit. Graduate credit, costing an extra $25, is available for some courses through the University of Maine. Fees ranging from $10-$110 are charged for some programs, based on the cost of putting on the program. The center assumes part of the cost and the participants part.

AFFILIATION: The center is a consortium of school districts (five Maine School Administrative Districts--MSAD's, four Community School Districts--CSD's, and two Regional Vocational Districts), private schools, and Mid-Coast Community College Services, a branch of the University of Maine at Augusta. The center's fiscal agent is Maine School Administrative District #56 which includes the towns of Searsport, Stockton Springs, and Frankfort.

SUPPORT: The center is funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: The policy board includes an elementary and secondary teacher from each MSAD, two teachers from the CSD's, one vocational teacher, five representatives of school boards, and a representative of the superintendents in the area. Programming decisions are made by the policy board on the recommendation of staff and subcommittees of the board. The board hires the director with the consent of the MSAD #56 board of directors. With the advice of policy board members, the center director hires other staff.

ORIGIN: The center started when the policy board's grant proposal was funded by the federal Teacher Centers Program. The center opened in the late fall of 1978.

INFORMATION: Brochure; newsletter.

THE MARYLAND COMMITTEE FOR CHILDREN, INC.

608 WATER STREET
BALTIMORE, MARYLAND 21202

(301) 752-7588

DIRECTOR: Sandra J. Skolnik

HOURS: Monday through Friday, 9-5. Open all year.

PROGRAM: The purpose of the organization is threefold: to serve as an advocate for young children in the formulation of public policy, and to educate the community about the need for beneficial developmental programs in child care; to promote the development of child-care programs of high quality throughout the state; and to provide training and resources for employees and volunteers in day-care and preschool centers. Six years ago Maryland Committee for Children opened reSTORE, a recycling center for discarded supplies from business and industry, which are used to make learning materials for children in day-care and preschool.

Seminars designed to bring new ideas about child development to help upgrade professional skills include a keynote speaker and small discussion groups. Workshops provide opportunities for hands-on participation in an informal setting. At many workshops participants construct materials for children to use. Creative Preschool Training is a week of curriculum sessions, films, lectures, panels, and outdoor trips.

Title XX training is given to eligible child-care providers in the Baltimore Metropolitan area. Providers are able to attend workshops and use reSTORE at no cost.

MCC maintains a placement service for child-care personnel and a substitute list for child-care centers; works with retired senior volunteers who use reSTORE materials to make educational toys, dolls, and games for distribution to child-care centers and providers; is available to prospective and operating day-care centers for consultation; provides information and referrel service for child-care placement; and provides speakers to community groups who request information on the work of the organization. The public policy arm of MCC works with legislative and executive branches of the city, state, and national governments, advocating quality programs for children and their families.

EVALUATION: Variety of forms used at our taining programs and recycle center.

RESOURCES: Some materials in stock are fabric scraps, gaskets, cardboard cores, posters, rug samples, wallpaper sample books, cardboard tubes, buttons, plastic cup lids, bolts and nuts, film canisters, foam, foam rubber hose, magazines, wood scraps. Resource library in child development.

STAFF: Executive director, Sandra Skolnik; training director, Mary Salkever; reSTORE coordinator, Susan Kroiz; office manager, Frances Perry; development coordinator, Leslie Marqua; workshop instructors, Helen Spencer, Dorothy Arthur; reSTORE assistant, Glynda Aust; secretary, Gloria Chance.

SETTING: MCC has a 40-year lease with the city of Baltimore for an old chocolate factory in the Inner Harbor downtown renewal area. The four story brick building has 12,000 square feet of renovated floor space. The exterior has been restored to its original 19th century front.

PARTICIPATION: Staff in child-care programs, 60%; administrators, 20%, parents, 10%; students, 10%. Participation is largely on release time for teacher training. Geographic areas represented are Baltimore City, 37%; Montgomery County, 16%; Baltimore County, 7%; Washington County, 3%; Howard County, 5%; Anne Arundel County, 5%; Carroll County, 6%; other counties and out of state, 21%.

FEES AND CREDIT: Title XX training free. Creative Preschool Training--members $60, non-members $85. Workshops--members $8, non-members $10. Seminars--members $10, non-members $15. Membership fees are $15/year for an individual; $30 for groups of 1-25; $60 for groups of 25-50. Credit towards continuing education.

AFFILIATION: We are a private, non-profit organization.

SUPPORT: In the past seven years, MCC has grown from a small organization with a single program and annual budget of $32,000 to an agency with several major programs, a variety of available services, and a budget of over $200,000. We raise funds for salaries, building, and materials through membership, foundation support, corporation support, and Title XX funding. Volunteer services are in excess of 10,000 hours per year.

DECISION MAKING: MCC has an active board of directors from many professional fields that has final decision-making authority. Hiring and supervision rest with the executive director, with input from the personnel committee. MCC staff makes programming decisions with the advice of the board.

ORIGIN: The MCC was organized in the mid-1930s as a professional organization of nursery-school and day-care staff. MCC gained impetus after World War II. The first paid staff member was hired in the mid-1960s. We currently have ten paid staff members.

INFORMATION: Brochure, annual report.

TEACHER CENTER

9325 BROOKVILLE ROAD
SILVER SPRING, MARYLAND 20910

(301) 589-3180

DIRECTOR: Judy Mars Kupchan

HOURS: Monday and Wednesday, 9-5; Tuesday through Friday, 9-12. Sundays and evenings by appointment.

PROGRAM: The Teacher Center serves as a drop-in center for exploring and borrowing resources, creating classroom materials, and finding professional interaction and support. Workshops dealing with a variety of subject areas and teaching problems are open to the community. Topics include teaching history, Bible and prayer, puppetry, exploring teaching strategies. Inservice sessions for individual faculties are also scheduled. Previewing sessions for evaluating new AV materials are scheduled several times a year. An annual Resource Fair is a feature of the Professional Day program, which is open to Jewish teachers from afternoon and day schools in the greater Washington area. The "Teacher Center on Wheels" program brings resources and strategy workshops to area schools, allowing opportunities for hands-on preparation of curriculum materials.

RESOURCES: Library-media room, workshop, storage rooms, previewing room. Displays of commercial-, teacher-, and staff-made materials. New Holocaust resource center. Carpentry table, laminator, paper cutter, ditto machine, all raw materials at cost. Audiovisual software and hardware. And a coffee pot!

STAFF: Judy Mars Kupchan, full-time coordinator; Rita Kopin, part-time resource specialist; part-time volunteer librarian. In addition, the several full-time Board of Jewish Education consultants work closely with Teacher Center staff and participants.

SETTING: Located in the basement of a school building that houses the Board of Jewish Education and Hebrew Academy. Silver Spring is a suburb north of Washington, DC.

PARTICIPATION: Orthodox, Conservative, and Reform educators from nursery schools through college, as well as other Jewish community professionals, public school teachers, and church groups. Attendance is on teachers' own time.

FEES AND CREDIT: Individual workshops are $3 plus materials at cost. 16mm films and a variety of projectors rent for $2-10. A credit program for teacher licensing began in September 1979.

AFFILIATION: Board of Jewish Education of the Greater Washington area.

SUPPORT: Funding to the Board is provided by the United Jewish Appeal Federation.

DECISION MAKING: Decisions are made by Teacher Center staff with advice from Board of Jewish Education staff and teacher participants. A lay committee helps with planning and informal needs assessment.

ORIGIN: Started by Sandra Bruckenstein as an outgrowth of the library at the Board of Jewish Education. Workshops were first offered in 1977-78.

INFORMATION: Newsletter and AV catalogue.

SOMERSET TEACHERS CENTER

WESTOVER ANNEX-BOARD OF EDUCATION
WESTOVER, MARYLAND 21871

(301) 651-1485

DIRECTOR: Joyce Benson

HOURS: Monday through Friday, 8:30-4:30, evenings and weekends when workshops and meetings are scheduled or at request of individual teachers. Open all year.

PROGRAM: The major objective of the Somerset Teachers Center is to listen to teachers' needs and respond with relevant inservice programs and curriculum development projects. The center provides a place where teachers can gather to exchange ideas and work on classroom activities in a friendly, relaxed atmosphere. Teachers are encouraged to lead workshops and share curriculum ideas with their peers.

Workshops, courses, and discussion groups are presented in response to teacher or staff needs. The center is open for drop-in use and displays samples of learning activities, classroom brighteners, textbooks, and a wide variety of teacher resource materials. At the end of the first year, more than 500 teacher idea books are available to be used in the center or checked out. Many of these materials were loaned or given to the center by teachers.

Workspace, materials, and equipment are available for teachers to develop materials for their classroom. The staff makes learning materials that teachers can borrow for use in their classrooms and helps teachers with projects they wish to create.

EVALUATION: At the end of each workshop, participants complete evaluation questionnaires rating the activities according to appropriateness to needs of participants. Follow-up evaluations are made by staff to determine effectiveness of center activities.

RESOURCES: Professional library and curriculum materials; 3M copier, drymount press, paper cutter, projectors, casette recorder, letter making machine and copier; scrounge materials and supplies for making learning activities.

STAFF: Joyce Benson, coordinator; Gayle Custis, secretary.

SETTING: A large room located in the Board of Education Annex office is the setting for STC. An additional room for classes or activities is available next door to the center. This building is centrally located in a rural area found in the southeastern part of Maryland on the Eastern Shore.

PARTICIPATION: Twelve school personnel from Somerset County participate on a regular basis. Parents and administrators attend some workshops. Release time is provided for teachers to participate in curriculum meetings, for inter- and intra-school visitations; and for teachers to work on a special project in the center with the help of center staff.

FEES AND CREDIT: Most activities are free. A minimal fee is charged for some workshops for inservice credits. Fees for college courses offered for credit are shared by teachers and the center.

AFFILIATION: Somerset County Public Schools.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program funding is our main source of support, with some contributions from the county public schools.

DECISION MAKING: A formal 15-member board composed of teachers, administrators, and representatives from Salisbury State College and the University of Maryland--Eastern Shore. Staff make programming decisions with advice of the policy board. The board hires staff.

ORIGIN: With information and encouragement provided by Dr. Irving Herrick, Maryland State Department of Education Technical Advisor, county teachers and administrators began meeting in the fall of 1979. A grant proposal was submitted by this policy board in 1980 and a planning grant was awarded for school year 1980-81. Since much of the planning had been done while writing the proposal, the staff was able to begin offering services and resources in the planning year. STC began its first operational year in September 1981.

INFORMATION: A newsletter keeps teachers posted on teacher center activities. A brochure and slide-tape presentation are being planned.

AMHERST AREA TEACHER CENTER

AMHERST-PELHAM REGIONAL SCHOOLS
CHESTNUT STREET
AMHERST, MASSACHUSETTS 01002

(413) 549-5005

DIRECTOR: Ruth Wade

HOURS: Monday through Friday, 8:30-4.

PROGRAM: Information from needs assessments was used to choose five target areas for the center: adolescent needs, multicultural and non-sexist issues, writing skills, leadership development, and transition issues. Each school also chooses a priority area unique to its own needs.

A mini-grant program provides financial support for teachers to pursue projects of their design. Projects have included developing curriculum units and kits, diagnostic tests, slide shows, and catalogue systems; visiting other schools; and revising library systems.

The center provides workshops, university courses, and conferences. Teachers are encouraged to be resources to each other by leading workshops and conferences in their areas of competence, and are being taught to lead university courses that other teachers will take. Leadership training enables teachers to learn more effective classroom management skills and become successful leaders in a variety of situations.

Each school has a teacher center space. Center staff visit each school weekly and speak to whatever needs arise. Staff are available to link teachers with similar needs, to locate resources, and to provide support.

EVALUATION: At the end of each workshop or course, teachers are asked what they found valuable, what changes should be made, how they will use what they've learned with their students, and how this will be shared with other teachers. Helping teachers set goals to build upon these experiences is accomplished through our "next steps..." process. Other follow-through is provided as teacher center staff tape-record post-evaluative interviews with each participant who completes a mini-grant proposal. We also hired an evaluator to help us determine if we're doing what we set out to do.

RESOURCES: The teacher center is an office space and a small-group meeting place with access to the school system's facilities to produce AV materials, duplicate slides and photographs, and reproduce, laminate, and bind print materials. Resource centers are being established in each school. These centers, distinct from lounges, have a professional growth focus and are places where teachers can go to share journals, materials, and ideas.

STAFF: Ruth Wade, director; Gwen Van Dorp, inservice coordinator; Sandy Durrett, graduate research associate; Marcus Ward, administrative associate; Michelle Finley, secretary.

SETTING: Our teacher center serves nine public schools and two private elementary schools. Our space is located in the basement of a closed school near the center of the Amherst-Pelham Regional School District, in the town of Amherst, located in western Massachusetts.

PARTICIPATION: All staff K-12 are eligible to participate in AATC programs on volunteer and release time. Our outside evaluator found participation across all schools in the district with an even split between elementary and secondary personnel. Aides, administrators, and support staff are all encouraged to take part. Parents, students, and community members occasionally participate.

FEES AND CREDIT: No fees. College and inservice credit granted according to policies negotiated between the teachers' association and the school committee.

AFFILIATION: Amherst-Pelham Regional School District.

SUPPORT: A grant from the US Department of Education (formerly USOE) Teacher Centers Program provides support for salaries, consultants, workshop leaders and facilities, and curriculum development and resource room materials. The school system provides the building and utilities through indirect charges built into the grant.

DECISION MAKING: Policy board of 24: 16 teachers, three administrators, two school committee members, one university representative, one educational collaborative representative, and one state department representative. The board is responsible for making all policy decisions in accordance with district policies; assessing the needs of the area; approving all programs; hiring the director and approving the hiring of other staff, consultants, and trainers; approving the site of the center and the expenditure of funds.

ORIGIN: A volunteer planning group of teachers and administrators began working together in 1975. A staff development advisory group was formed to assess student and staff needs; to match needs with resources through courses, workshops, and seminars; and to start a peer teaching process of "teachers helping teachers." A proposal was submitted to the federal Teacher Centers Program, and in 1978 the AATC formally opened.

INFORMATION: Slide/tape presentation that describes the philosophical and psychological framework of the center. Newsletter, "Focus"; catalogue, Inservice Insights; Policies and Procedures Handbook.

INTEGRATED DAY PROGRAM

SCHOOL OF EDUCATION
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS 01003

(413) 545-3121; 545-0470; 545-0246

DIRECTORS: Masha K. Rudman and R. Mason Bunker

PROGRAM: "Based on a specific psychological and philosophical rationale, the program is committed to the ideal of helping learners at all levels become more self-directive and self-managing." The Integrated Day Program is a preservice, inservice teachers' center, consisting of several components:

(1) A competence-based preservice program, in which 20 students each semester intern in the classrooms of teachers who are students in the inservice component.

(2) These inservice teachers attend afternoon sessions in their schools. They also take courses and summer workshops at the university, and act as supervisors to the interns. Inservice teachers design their own courses to meet individual needs.

(3) Both components are served by doctoral students in the Integrated Day Program, which offers a comprehensive, individualized doctoral degree. Some of these students act as resource personnel, visiting classrooms, providing ideas and resources, coordinating meetings, and conferring with the teaching team.

By arrangement with school systems, staff provide assistance on open classroom concepts to principals and teachers not participating in degree programs. Staff also consult with school systems on the design of staff development programs.

STAFF: Two directors, Masha K. Rudman and R. Mason Bunker; three faculty members; and doctoral students.

SETTING: The program's activities are divided among the School of Education, on-site work, and satellite centers/resource locations.

PARTICIPATION: Students enrolled in the program, and school systems throughout Massachusetts participate.

FEES AND CREDIT: Programs lead to undergraduate and graduate degrees from the University of Massachusetts. University fees.

AFFILIATION: School of Education, University of Massachusetts. The program also works closely with school districts in western Massachusetts and beyond, with school collaborations, and with the area teacher centers and collaboratives.

SUPPORT: School of Education, University of Massachusetts. Contracts with school districts fund the work of program resource people in the field.

DECISION MAKING: Major decision making involves principals, teachers, school superintendents, and faculty. As staff members, faculty and doctoral students meet weekly for group decision making.

ORIGIN: Established in 1969-70 under the sponsorship of the New England Program in Teacher Education as an interstate staff development cooperative.

INFORMATION: Program description.

NORTH SHORE EDUCATION CENTER, INC.

68 HART STREET
BEVERLY FARMS, MASSCHUSETTS 01915
(617) 922-0071

Mailing Address:
BOX #94
BEVERLY, MASSACHUSETTS 01915

DIRECTOR: Steven Mark Carzasty

HOURS: Open about 20 hours per week; hours change according to season.

PROGRAM: The primary goal of the center is to improve the school experience of children by encouraging and assisting teachers to use individualized and creative approaches to learning in the classroom.

Workshops, seminars, and lectures are offered emphasizing direct involvement and experimentation, and designed to help translate learning theory into practice. Local resource people familiar with programs and program needs in the area are used as leaders to explore with teachers new classroom-tested approaches in various instructional areas.

The center serves as a clearinghouse for industrial scrap materials from over 110 industries in the area. The materials are recycled to make imaginative and functional instructional resources, curriculum supplements, and educational enrichment devices. Members and non-members can drop in to use any of the materials or other resources of the center.

EVALUATION: Teachers in North Shore communities are asked to complete the North Shore Education Center Questionnaire to evaluate its services.

RESOURCES: Curriculum materials, displays, supplies; two workshop rooms. Resource/recycle store with educational materials and recycled industrial scrap materials for sale. Recycle displays show curriculum and learning ideas and adaptations. Resource library/lounge with extensive library of commercial products, instructional programs and materials, references, and catalogues, and a comfortable space where teachers can review programs or get professional advice from staff. The center maintains an extensive "idea file" and teachers' "swap board."

STAFF: Steven M. Carzasty, director; volunteer professionals for consultation, advice, workshops; CETA personnel for various staff positions.

SETTING: Located on the grounds of an estate that raised orchids. Orchidvale, whch is a series of greenhouses and stucco buildings, houses the center, a private middle school, and a private nursery school. Beverly Farms is 20 miles northeast of Boston.

PARTICIPATION: Preschool-8 teachers from public, parochial, and private schools participate on volunteer time. Crafts groups, community organizations such as Girl Scouts, Camp Fire Girls, and Cub Scouts, parents, and students from northeast Massachusetts also participate.

FEES AND CREDIT: Individual membership fee $20; discounts for groups; $10 membership fee for secondary and undergraduate students. Membership entitles individual to one free shopping bag of recycle materials per week, free subscription to "Recycler" newsletter, and discounts on non-credit workshops. Non-members pay $3.50 for shopping bag, full price for workshops, and $.20 for newsletter. Credit for inservice workshops through local colleges and universities.

AFFILIATION: Independent, non-profit corporation.

SUPPORT: Space is donated by Orchidvale. Operating income from membership fees, workshops, sale of recycled materials, contracted consultant services, CETA, and donations from private foundations.

DECISION MAKING: Director makes day-to-day decisions; organization decisions made by board of directors comprised of 16 teachers, administrators, and community representatives.

ORIGIN: The center was started in 1969 by seven people including two teachers, a former teacher, and four school committee members. Initially, principals and teachers from the community offered inservice workshops. The center was incorporated in 1972 as a non-profit, tax-exempt educational corporation, and the recycle component began in 1975.

INFORMATION: "Recycle," monthly newsletter. Designed primarily to reach teachers who do not have the time or transportation to visit the center, the "Recycler" contains news and commentary regarding area education innovations, methods, and models submitted by subscribers; a calendar section announcing upcoming workshops and future happenings of educational interest; a teacher "Outreach Forum" section to publicize successful instructional models, techniques, and materials. Illustrations and narrative provide sufficient description so other readers may implement similar ideas. A "Teacher Chat" section is provided to help teachers expriencing difficulties in teaching. Teachers write in anonymously with specific educational dilemmas. Responses from readers who have handled similar difficulties are printed in subsequent issues.

THE ENGLISH HIGH TEACHERS' CENTER

ROOM 610
THE ENGLISH HIGH SCHOOL
77 AVENUE LOUIS PASTEUR
BOSTON, MASSACHUSETTS 02115

(617) 277-0373

DIRECTOR: Beverly Mawn

HOURS: Monday through Friday, 7:30-3. Closed July and August.

PROGRAM: Based on a developmental model and a commitment to integrating staff development with school renewal efforts, the center offers programs designed exclusively for secondary teachers at English High School.

The center provides assistance to teachers in the form of seminars, workshops, graduate course work, and consultancies. The focus is on assisting the high school in developing curriculum and improving instruction in the building. Particular emphasis is placed on the needs of secondary teachers in an urban setting.

Many programs are offered during the school day. Graduate courses meet after school and are conducted by University of Massachusetts faculty. Center personnel provide assistance to teachers in curriculum development, alternative programming, locating resources, and other areas. A grants program allows teachers to submit proposals for funds to purchase materials for assistance in curriculum/teaching development.

RESOURCES: Filmstrips, slides, tapes, cassettes, microfiche, movies, overhead projector, duplicator, thermofax, typewriters, meeting room, small professional library, coffee. Access to audiovisual hardware and school system's administration library. Small grants to faculty who wish to pursue development of alternative programs and for teachers to take students on field trips.

STAFF: Beverly Mawn, director; full-time instructional aide. University of Massachusetts faculty act as consultants.

SETTING: The center is located in a large attractive suite of rooms adjacent to the library on the sixth floor of English High School (a ten-story, two-building facility), the oldest high school in the United States.

PARTICIPATION: The center serves all faculty at English High. Participation is voluntary. Teachers may use the center during the day on a drop-in basis or during their planning and development period, and after school. University teaching assistants and student teachers also participate.

FEES AND CREDIT: Free for non-credit. Graduate credit is optional through the University of Massachusetts/Amherst for salary increment or toward earning an advanced degree (a number of teachers are enrolled in master's, CAGS--certificate of advanced graduate study, and doctoral programs).

AFFILIATION: The English High School and the University of Massachusetts/Amherst.

SUPPORT: The center is supported through the English High-University of Massachusetts/Amherst collaborative, funded through Chapter 636, state aid for desegregation, as well as through substantial in-kind contributions from both institutions.

DECISION MAKING: A representative board, comprised of a majority of teachers, meets monthly and is responsible for setting overall policy. In addition to teachers, the headmaster, center staff, the U Mass project director, and a U Mass faculty member, the board includes both a parent and a student representative. Center director is responsible for day-to-day management, planning, and decision making.

ORIGIN: English High School and the University of Massachusetts/Amherst entered into collaboration in 1975. The purpose of the collaborative was to provide a unique site-based degree program for teachers so that theory and practice could be successfully integrated, as well as to provide support for the development of educational options for students. In September 1977, the collaborative sponsored the opening of the teachers' center at English High to increase support for all faculty, including those who chose not to participate in the degree program.

INFORMATION: Brochure; program booklet describing degree program and graduate course offerings; slide/tape presentation.

THE RESOURCE EXCHANGE

c/o KLH CHILD DEVELOPMENT CENTER
136 MAGAZINE STREET
CAMBRIDGE, MASSACHUSETTS 02139

(617) 547-1057

DIRECTOR: Jeff Winokur

HOURS: Tuesday, 2:30-5:30; Thursday, 8:30-11:30. Closed mid-July through mid-August.

PROGRAM: Objectives of The Resource Exchange are to provide support services to the day-care communities of Cambridge, Somerville, and Greater Boston; to provide services that are directly responsive to the expressed needs of the day-care communities; to encourage family day-care providers and day-care staff members from different centers to share ideas and support one another; and to coordinate the matching of resources available with day-care workers in need of such resources.

The Resource Exchange is a materials and ideas center for all who are involved with young children. The Exchange is primarily used by teachers in area day-care programs, but is also appropriate for parents, family day-care providers, elementary school teachers, and artists. The Resource Exchange provides the following resources and activities: recycled materials donated by local industries, businesses, and individuals; materials collected in trades from other resource centers in New England; a library with information files on the use of space, curriculum, and materials in early childhood education; consultation with local child-care programs to identify and address staff training needs; coordination of training workshops for individual programs and for the entire community; a lending program that includes materials and curriculum kits; delivery of materials to family day-care providers and programs; and coordination of group purchasing of materials.

EVALUATION: Informal. By fostering close relationships with day-care center staffs, we can ask for direct feedback on how we can be most helpful.

RESOURCES: A variety of recycled materials that can be used with or for young children. Library of idea books, resource books, and books dealing with child development. Materials and kits for loan.

STAFF: Jeff Winokur, part-time coordinator.

SETTING: The Resource Exchange occupies the basement of the KLH Child Development Center in Cambridge.

PARTICIPATION: The Exchange is primarily used by day-care teachers in the Greater Boston area, but is also appropriate for parents, family day-care providers, elementary school teachers, and artists. Participation is voluntary.

FEES AND CREDIT: Fees are charged on a per-visit basis. The current fee is $2 per visit, and memberships are available.

AFFILIATION: The Resource Exchange is a project of the Cambridge Day Care Alliance.

SUPPORT: All money is presently supplied by private donations. The building is provided by the KLH Child Development Center. In the past, the Exchange has received financial support from the Commonwealth of Massachusetts and Title XX training program and technical assistance from Wheelock College.

DECISION MAKING: The Training Advisory Committee of the Cambridge Day Care Alliance is the policy board. This group consists of representatives from Cambridge day-care programs, Somerville day-care programs, the Child Care Resource Center, and Wheelock College.

ORIGIN: Open since October, 1978, the Resource Exchange was originally a component of a community based on-site training program for day-care teachers in Cambridge and Somerville. This training program was unique in that it was initiated by the community and planned with the involvement of Wheelock College and the Commonwealth of Massachusetts.

INFORMATION: SCROUNGE, the official newsletter of the Resource Exchange, is published irregularly, about four times a year; availabe for $1 a year.

BOSTON DISTRICT FIVE
TEACHER CENTER

735 MORRISSEY BLVD.
DORCHESTER, MASSACHUSETTS 02131

(617) 436-5845

DIRECTOR: Elaine Tortora-Brigman

HOURS: Monday through Friday, 9-6; evenings and weekends as needed.

PROGRAM: Boston District Five Teacher Center serves the professional staff of the City of Boston with the belief that the teacher-helping-teacher process begins with teachers in their classrooms. The center provides the opportunity for teachers to explore current research, theories, and techniques and to develop programs tailored to their individual needs. Working together, teachers evaluate and modify their own teaching styles towards the improvement of classroom instruction. Classroom facilitator services and individual consultation services, provided by peer teachers trained at the center, are offered on site in individual classrooms.

Workshops and courses are offered at the center, including conversational Spanish, multicultural education, methods and materials for the gifted, literature for the middle grades, metrics, career awareness, writing skills, and many more. Workshops designed to assist parents in helping their children at home are also available. Current programs include reading games and materials, math games and materials, television as a learning tool, and use of recycled materials for academic learning.

EVALUATION: Evaluation and needs assessment are conducted during courses and workshops. Informal evaluation is conducted on a daily basis by policy board members, staff, and teacher facilitators. Periodic evaluation by the policy board is also conducted.

RESOURCES: The center has a materials production room that includes a laminating machine, a drymount press, and duplicating facilities. Darkroom, curriculum materials, lounge, meeting room, and classrooms.

STAFF: Elaine A. Tortora-Brigman, director; Pamela Smyth, program specialist; Johnny Vann, media specialist; Judith Costa-Bell, secretary.

SETTING: The center has six small rooms above a pizza shop and a movie theater in a shopping center located in the Dorchester section of Boston.

PARTICIPATION: Teachers, K-12, from Boston District Five public schools and eight parochial schools use the center. Parents and administrators attend some activities. Substitute teachers are provided by the center on a limited basis according to need to allow teachers to attend functions at the center.

FEES AND CREDIT: Fees are sometimes charged for materials and programs. College credit courses are offered for a fee.

AFFILIATION: Boston Public Schools, Community District Five.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: The center is supervised by a policy board made up of teachers administrators, college personnel, and parents.

ORIGIN: The center began with a group of teachers, administrators, and parents working with the community superintendent in 1971. Plans and some activities were conducted. The center opened formally in 1979 with a grant from the Teacher Centers Program.

INFORMATION: Monthly calendars and newsletters are sent to all schools in the city of Boston.

PERLEY ELEMENTARY SCHOOL
TEACHERS' CENTER

PERLEY ELEMENTARY SCHOOL
51 NORTH STREET
GEORGETOWN, MASSACHUSETTS 01833

(617) 352-8112; 352-2596

DIRECTOR: Vincent A. Scaduto

HOURS: Monday through Friday, 8-5:30.

PROGRAM: Our teachers' center of Perley Elementary School stresses the importance of providing professional development experiences that meet individual needs. The center acts as the hub for professional experiences at Perley Elementary School.

The teachers' center seeks to strengthen teachers' skills by providing opportunities to assess goals and teaching style, and to take charge of professional growth activities. The center offers a variety of workshops, courses, discussion groups, and special programs designed by teachers, administrators, and college educators. These include after-school workshops on topics such as classroom management, reading remediation, systematic parenting, special needs, guidance, and teacher burnout.

EVALUATION: Workshop sessions conducted by professors from Salem State College are evaluated by participants.

RESOURCES: Curriculum materials, kits, work area, typewriter, desks, ditto machine, a collection of recyclable materials, professional library (journals and books), and coffee machine.

STAFF: Principal, Vincent A. Scaduto, and teachers (informal organization).

SETTING: A special needs classroom has been converted into a comfortable meeting and work space at Perley Elementary School. Georgetown is in Essex County, north of Salem.

PARTICIPATION: Teachers of Perley Elementary School (K-2) and occasionally Penn Brook Elementary School participate on a volunteer basis during the school day and after school. Parents and the Parent-Teacher Organization also meet in the center.

FEES AND CREDIT: No cost. Teachers who take 10-15-week workshops receive in-house (district) salary credits.

AFFILIATION: Georgetown Public Schools.

SUPPORT: Georgetown Public Schools give space and heat. Workshop funds from ESEA Titles I and IV-C, and commonwealth inservice institutes. Parent-Teacher Organization has donated some funds.

DECISION MAKING: Informal group decision making by staff of Perley Elementary School.

ORIGIN: Beginning in the spring of 1979, the center was created to address issues related to teacher burnout and general sense of the "blahs." Superintendent of Schools Robert J. Sinibaldi and Principal Vincent A. Scaduto were key in getting the center going.

INFORMATION: Periodic listing of course offerings.

ARTS RESOURCE CENTER

Mailing Address:
BOX 364
GREENFIELD, MASSACHUSETTS 01302

7 FRANKLIN STREET
GREENFIELD, MASSACHUSETTS 01302

(413) 772-6811

DIRECTOR: Jerri Husch, manager of the center; Mary Kay Hoffman, director of the Arts Council of Franklin County

HOURS: Monday through Friday, 9-4:30; Saturday as scheduled for workshops.

PROGRAM: The Arts Resource Center has existed as a collaborative effort between the Arts Council of Franklin County and the school districts within the county. As such it has sought to: (1) act as a liaison between local cultural organizations, artists, and schools; (2) provide and distribute materials to aid classroom teachers in integrating the arts into traditional classroom settings; (3) by using community facilities and talents, expand and develop an inventory of arts-related resources and texts that meet curriculum needs of Franklin County teachers.

The Arts Resource Center offers: (1) inservice workshops on integrating the arts into the traditional curriculum; (2) learning kits in the arts in the following areas: photography, color, sound, kites, egg and fabric batik, woodworking, ceramics, printing, weaving, and haiku. These kits are delivered to Franklin County Schools as requested; (3) play workshops on selected Saturday mornings for area children.

EVALUATION: All kits include an evaluation form developed for that kit. Both teachers and children complete the form. For the final report of the project, an overall evaluation form was developed.

RESOURCES: The center offers learning kits, a recycle center full of collectibles--egg cartons, fabric, bottles, jars. There is a lending library of arts- and curriculum-related materials, including guides for the use of art in the class.

STAFF: Jerri Husch, full-time manager, Arts Resource Center; Kate Rutherford, full-time secretary for Arts Council; the Greenfield Public Schools Volunteer Program (Volunteers in Public Schools, VIPS) are responsible for and maintain the recycle center.

SETTING: The resource center is housed in the basement of the Arts Council of Franklin County's building. The building is an excellent example of Gothic Revival architecture and is part of Greenfield's historic district. Greenfield is the county seat of Franklin County, the most rural and agriculturally oriented county in Massachusetts. It is in the northcentral part of the state on the Mohawk Trail, 20 miles south of the Vermont border and 100 miles west of Boston.

PARTICIPATION: The center has been serving the outlying towns of Franklin County, and has been geared for K-6 teachers who participate on volunteer time. Both parents and teachers have been actively involved in the resource center with minimal participation on the part of school administrators. The play workshops for children have been well attended.

FEES AND CREDIT: Free workshops carry no credit. The schools pay $.50 for each student in the county using the kits.

AFFILIATION: We are a collaborative effort between the schools in Franklin County and the Arts Council of Franklin County.

SUPPORT: Support for the project has come from ESEA Title IV-C funding (1979-80 was last year of this funding). There is a working relationship with the VIPS program of Greenfield, as well as limited funding from local business firms (Erving Paper Company and others).

DECISION MAKING: There is an advisory board made up of parents, teachers, and administrators interested in resource center programs. As the director of a state-funded project, Jerri Husch is responsible to the state department of education officer and to Mary Kay Hoffman, director of the Arts Council of Franklin County. The hiring of staff is a joint procedure between Mary Kay and Jerri.

ORIGIN: The resource center grew out of a realization that the elementary schools in Franklin County were severely limited in the available resources required to give the students a good background in the arts. The Arts Resource Center formally opened in 1976 with money from an ESEA Title IV-C grant. With that money and with the energy of volunteers from the Arts Council membership and a number of teachers, ten color kits, ten sound kits, three camera kits, and one printing press kit were assembled. Each year thereafter additional kits were assembled and utilized within the elementary schools. The fourth-year funding (which we used in 1979-80 to maintain the center's services) was received after the project was validated by the state for diffusion.

INFORMATION: At this time publicity about the resource center is directed to schools outside of Franklin County because schools in the county are already using the kits. We still maintain a brochure describing the center, as well as write a brief column in the Arts Council's newsletter, "Arts Pace." There is a videotape available describing the resource center as well as a slide/tape presentation.

NANTUCKET LEARNING
AND RESOURCE CENTER

WINTER STREET
NANTUCKET, MASSACHUSETTS 02554

(617) 228-4612

DIRECTOR: John D. Miller

HOURS: Monday through Friday, 8-5. Some evening hours. Open all year.

PROGRAM: The Nantucket Learning and Resource Center was established as a curriculum resource center and materials production laboratory to help teachers individualize, personalize, and enrich the classroom learning experience. As such, the NLRC is both a neutral, convenient, non-critical meeting area, and a process. As a process, our main criteria are to meet the needs of teachers, both professionally and as adult learners. Ultimately, the process helps teachers meet the learning needs of students.

The program includes:

Continuing education--workshops, teacher-led seminars, courses, inservice education.

Experiential education--"Guide-on-the-side" program, introducing innovative natural science curriculum to teachers and students; ropes course--pilot curriculum units; field trip opportunities; connections to community resources.

Classroom assistance--resource collaboration (staff or specialist provides short-term help in classroom).

Community--teacher/parent task forces and interaction--general resource support.

EVALUATION: A policy board evaluation is conducted. Staff conduct ongoing, informal evaluation of their project and effects.

RESOURCES: We offer a site, located within walking distance of the schools, for teachers and community members to congregate, for release time days, workshops, and seminars. We offer a professional education library (books, catalogues, magazines) to supplement those presently available on the island; we have audiovisual equipment and a darkroom. We also offer duplicating, laminating, and scanning machinery for printing purposes.

STAFF: John D. Miller, full-time director; Eleanor Jones, part-time administrative assistant.

SETTING: The NLRC is located in Coffin School, an historic school on Nantucket, which is an island approximately 14 miles long and 7 miles wide located 30 miles off the coast of Massacusetts. The center has a large work/office area and a meeting room.

PARTICIPATION: Teachers (both elementary and secondary) participate during release time, for specific workshops or seminars, and on volunteer time for after-school meetings. Elementary and secondary teachers are granted release time up to one day per year per teacher to do research projects and curriculum development at the center, if approved by the superintendent. Community members of organizations that are educational in nature, or ultimately serve student needs, utilize NLRC resources (Librarians of Nantucket, police force, teen center, counseling service, Girl Scouts, American Field Service, Affirmative Action). School administrators have used the center as a receptive yet neutral meeting place to explore and exchange educational ideas. Students have used library resources and staff for specific projects.

FEES AND CREDIT: Small fees ($2-5) for special workshops (e.g., Christmas workshop) or seminars. Credit is available on a cooperative basis with local colleges.

AFFILIATION AND SUPPORT: Nantucket Public Schools.

DECISION MAKING: The NLRC policy board consists of 12 members: seven classroom teachers, one school committee representative, one private school representative, the school system superintendent, and one representative of Nantucket Island School of Design and the Arts. The board meets formally approximately every two weeks making decisions assuring that the center responds to changing teacher and student needs. The board makes policy decisions concerning goals and focus. The NLRC staff carries out the policy, making strategical and programming decisions with board approval.

ORIGIN: The idea for a center grew out of teacher-expressed needs. When federal money for teacher centers became available, the teachers were given an added impetus, and developed into a formal policy board. This growth process took from January 1976 to 1978. The center officially opened, as a program and a place, in January 1979, with federal funding. When federal funding ended in 1981, Nantucket Public Schools agreed to support the center.

INFORMATION: Calendar; "The NLRC Newsletter" published quarterly; "The Nantucket School Bell," a school newsletter from the administrative prspective. No charge for these publications.

TEACHERS' CENTER OF NEWTON

100 WALNUT STREET
NEWTON, MASSACHUETTS 02160

(617) 552-7721

DIRECTOR: Ronald J. Eckel

HOURS: Monday through Thursday, 1-5.

PROGRAM: The program consists of teacher-led workshops, seminars, and bi-monthly luncheons. The luncheons feature a speaker and usually are attended by over 50 teachers. Workshops running from September through May have an average of 15 participants each. Topics include physical education for classroom teachers; setting up an art corner; weaving experiences for young children; children's literature; bilingual support group; music activities for teachers; teaching/learning seminar; classroom design; math games, language arts; how to give a workshop; sex education; philosophy for children; nature activities.

EVALUATION: We use an evaluation form for the workshop participants and one for the leaders.

RESOURCES: Our center is well stocked with tools, cores, triwall, a recycling center, materials for game-making, displays of teacher-made materials, an "Idea File," and magazines. We also have "The Store" from which teachers can buy a wide variety of materials and charge them to their schools.

STAFF: Ronald J. Eckel, director, 16 hours per week, and math specialist part-time; high school work-study student, 15 hours per week; volunteer staff of two teachers for two hours, fours days a week.

SETTING: We are located in two bright and sunny classrooms situated in the rear of the Newton Education Center. It is an excellent location since teachers use the Education Center often because it is the resource and materials center for the entire school system. Newton is a suburb west of Boston.

PARTICIPATION: The center serves the teachers of 17 elementary schools and four junior high schools in Newton and all support staff who work with those teachers.

FEES AND CREDIT: All materials at the center are free with the exception of triwall and materials in "The Store," which is stocked with teaching supplies frequently used by Newton's educators.

AFFILIATION AND SUPPORT: Newton Public School System.

DECISION MAKING: Executive board, consisting of 15 teachers and the director, makes major decisions at monthly meetings.

ORIGIN: In spring 1978, a committee of six teachers began discussing the possibility of starting a teachers' center in Newton. After several meetings, they took their proposal to the central administration, who supported the plan. Interest grew, and the center opened in fall 1978.

INFORMATION: Monthly newsletter, special events fliers, assorted notices.

EASTON TEACHERS' CENTER

MIDDLE SCHOOL
LINCOLN STREET
NORTH EASTON, MASSACHUSETTS 02356

(617) 238-4414

DIRECTOR: Joanne L. Galipault

HOURS: Monday through Thursday, 8:30-5; evenings and Saturdays by arrangement.

PROGRAM: The Easton Teachers' Center encourages teachers to identify their own professional development needs and the needs of their students and helps them to design and pursue programs and materials that address those needs.

The ETC offers a range of short- and long-term workshops (many taught by classroom teachers) and graduate courses designed specifically for participants. Previously offered programs have included a K-6 health curriculum course, bookmaking workshop, calligraphy, curriculum strategies in creative behavior, using newspapers in the classroom, and creating positive attitudes towards disabilities in the classroom.

A mini-incentive awards program provides funding for teachers to pursue curriculum projects and professional development opportunities beyond existing ETC services and programs.

EVALUATION: Evaluation processes range from informal interviews with participants to formal questionnaires distributed by workshop or course consultants.

RESOURCES: The center includes an office space; classroom/conference area; materials production area with equipment and supplies including laminator, photocopier, slide production and projection equipment, posterboard, photography supplies; meeting and lounge area; recycle center; work space; curriculum and professional library with books, instructional kits, professional journals, and teacher-developed instructional materials; community resources guide; file of area inservice opportunities.

STAFF: Joanne Galipault, director; Nancy Porter, secretary.

SETTING: The center occupies two large classrooms in a middle school that is located within five miles of all participating schools. Easton is a suburban community in southeastern Massachusetts.

PARTICIPATION: All staff K-12 are eligible to participate in ETC programs. Elementary teachers are the most frequent participants, but secondary teachers, administrators, aides, parents, and students also use the center. Most activities and programs are offered after school; some release time is available.

FEES AND CREDIT: No fees. College credit granted according to the policies established by the cooperating university and the Easton Public Schools. Fees for credit courses are paid by the participants.

AFFILIATION: Easton Public Schools.

SUPPORT: A grant from the US Department of Education (formerly USOE) Teacher Centers Program provides funding for salaries, resources, consultants, and supplies. Easton Public Schools provide the site and utilities, school courier service, and other support.

DECISION MAKING: Policy board composed of 12 teachers, two administrators, one representative of the Easton School Board, and one university representative. The policy board is responsible for making policy decisions, assessing the staff development needs, hiring staff and consultants, approving expenditures, and overseeing operation of the ETC.

ORIGIN: A regional planning group from four area communities met in the fall of 1977 to discuss the development of a teacher center. After much discussion, the representatives from Easton decided to pursue funding from the federal Teacher Centers Program on their own. Although the initial application in 1978 was not funded, the Easton Teachers' Center policy board continued to meet during the 1978-79 school year. In fall of 1979 the Easton Teachers' Center was funded by a planning grant from the Teacher Centers Program.

INFORMATION: Bimonthly newsletter; monthly calendar; brochure; fliers.

FRENCH RIVER TEACHER CENTER

PO BOX 476
NORTH OXFORD, MASSACHUSETTS 01537

(617) 987-0695

DIRECTOR: Rob Richardson

HOURS: Monday through Thursday, 9-5:30; Friday, 9-4.

PROGRAM: The purposes of the center are to provide professional development activities for educators; continuing educational programs and services for the communities served; and a resource center supplying curriculum development aids and an educational "idea bank" that is primarily used by elementary school teachers.

Overall our aim is to organize programs with the educational community (teachers, administrators, school committee members, and parents) that help maximize the educational benefits to children.

The center offers workshops on specific topics given by local teachers for local teachers. Graduate courses on selected topics chosen by the policy board and instructed by local educators or state college professors are also given. The center invites anyone in the community with an interesting topic to teach a non-credit course at the center.

A current major focus is in the area of high technology. The center has established partnerships with several local high technology firms. An extensive data processing and word processing program has been established at one local high school through the center. This serves over 100 students, and teacher workshops are held there.

EVALUATION: Questionnaires are filled out after each program; informal evaluations are made by staff, policy board, and building representatives. A team of six local techers, working with a professional evaluator, conducted a thorough needs assessment evaluation of the center in 1979-80.

RESOURCES: Two large rooms with a round table, couches, and chairs to work in or relax. Resource center (reports, periodicals, reference materials); make-and-take corner, and two offices. Slide projector, drymount press, tape recorder, a copier, and an Apple II microcomputer.

STAFF: Rob Richardson, director; Ann Potter, secretary.

SETTING: The center is in a passive solar designed building, built by the Vocational School. Located in Oxford, a small town south of Worcester in central Massachusetts, the center serves twelve school systems throughout the rural area of south Worcester County.

PARTICIPATION: K-6 teachers participate on volunteer and some release time. Vocational school teachers, junior high and middle school teachers, and administrators also use the center. Community members attend adult education courses in high technology.

FEES AND CREDIT: Graduate courses for credit are offered at the center through Worcester State College for $125 tuition. The policy board chooses topics and instructors. The center has begun a three-year graduate reading programs.

AFFILIATION: The center is a collaboration of 12 school systems and one Special Education Collaborative. A representative from Worcester State College sits on the policy board. Oxford Public Schools is fiscal agent.

SUPPORT: The center was supported by a grant from the US Department of Education (formerly USOE) Teacher Centers Program between 1978-81. Some income is raised from fees charged for courses and use of equipment. State grants and teacher donations now support center activities.

DECISION MAKING: Policy board made up of two representatives from each of 12 school districts, one representative from the Special Education Collaborative, one school committee member, one superintendent, one Worcester State College representative, and one representative from the regional office of the state department of education. Staff make recommendations to the board at monthly meetings.

ORIGIN: In October 1977, after several planning sessions held by area superintendents, a collaboration of teachers from 13 towns in central Massachusetts was formed. The teachers selected a policy board to determine the needs of 1153 faculty members in the region, and in 1978 submitted a proposal to the federal Teacher Centers Program. The proposal was accepted and the center was funded in July 1978.

INFORMATION: Newsletter; fliers. Slide/tape presentation of the center.

DETROIT CENTER FOR PROFESSIONAL
GROWTH AND DEVELOPMENT

469 COLLEGE OF EDUCATION
WAYNE STATE UNIVERSITY
DETROIT, MICHIGAN 48202

(313) 577-1684

DIRECTOR: Jessie Kennedy

HOURS: Monday through Friday, 8:30-5; open Saturdays and evenings for scheduled activites. Open all year.

PROGRAM: Services are provided through four center components:

Field Consultant Service (Outreach): Any school staff, professional or paraprofessional organization, group of staff members, or any individual with a significant, documented need for staff development may contact the center for consultant services. The center offers consultants to enable the requester to engage in a productive, professionally effective inservice activity, such as a workshop, seminar, or individual consultation.

Special Project Schools: Several Detroit schools whose faculties demonstrate commitment to the center's sequential inservice process have special involvement with the Detroit Center. The inservice specialist assigned to these schools assists faculty with analyzing and prioritizing their training needs. Professional growth and development services are provided.

Educational Resource Centers--Reading and Mathematics: The resource centers are curriculum laboratories that have equipment, materials, and other resources for deomonstration and practice. They also offer workshops, seminars, exhibits, and lectures on current educational issues.

Secondary School Teacher Center Component (SSTCC): This federally-funded component focuses on inservice training in future-oriented communication skills that the literate person will need in the coming decades. The SSTCC provides services to educational personnel in the 84 public, middle, and senior high schools and the 42 non-public secondary schools in the area. It also serves as a microcomputer training center for service area educators and as a multimedia, future-oriented communication skills resource and dissemination center.

EVALUATION: Participants are asked to evaluate each major center activity. Data is collected by questionnare and other follow-up methods on: (1) The extent to which specified goals and objectives have been met; (2) The value of the specific inservice activities.

STAFF: Full-time: Jessie Kennedy, director; Theresa Lorio, assistant director; Doris Chenault, Henry Cade, inservice specialists; Gary Marchionini, mahtematics specialist; Carol Stenroos, reading specialist. Elaine Hockman, part-time evaluation specialist. Three full-time clerical staff and two part-time student assistants.

SETTING: Offices are housed in the College of Education, Wayne State University. Wayne State is a large, urban university located in inner-city Detroit. Activities also take place in four elementary Special Project Schools.

PARTICIPATION: Center services are offered to all Detroit educators, K-12, including teachers, administrators, and paraprofessionals. Services are also provided for the non-public school prsonnel who participate in SSTCC. Participation is largely on volunteer time with release time provided on a limited basis. Other participants include students, parents, student teachers, their sponsoring teachers, and educators from neighboring districts.

FEES AND CREDIT: Most activities are free, except for an occasional materials fee. Workshops and seminars offer no credit. However, the center may serve as the catalyst for structuring credit courses with cooperating colleges.

AFFILIATION: Detroit Public Schools.

SUPPORT: Funding comes from the state, Detroit Public Schools, Detroit Federation of Teachers, and Wayne State University. Supportive services from Wayne County Intermediate School District and the Organization of School Administrators and Supervisors.

DECISION MAKING: Eleven-member policy board, including representatives from Detroit Federation of Teachers, Detroit Public Schools, Wayne State University, Organization of School Administrators and Supervisors, and Wayne County Intermediate School District, determines overall policy. Program decisions are made by staff with direct involvement of participants and advisory committees made up of teachers, administrators, and community. The SSTCC Policy Board consists of 18 members, including teachers, administrators, LEA and IHE representatives, and a Detroit Center staff member.

ORIGIN: The Detroit Center, operating since March 1976, was the first of three state-funded professional development centers in Michigan. Its establishment represented a major commitment by the state superintendent of public instruction, state board of education, and state legislature to support the efforts of educational leaders in Detroit to pioneer new directions in inservice education. Beginning in 1979, state funding for staff development was changed from direct grants to centers to entitlement grants to all school districts based on the number of professional staff.

INFORMATION: Brochures, center documents, annual reports, slide/tape presentation.

CENTER FOR TEACHING AND LEARNING

729 NORTH HAGADORN
EAST LANSING, MICHIGAN 48823

(517) 351-9240

DIRECTOR: Gerald E. Kusler

HOURS: Monday through Friday, 8-5; evenings and weekends for planned activities. Summer hours: Monday through Friday, 8-4.

PROGRAM: "The goal of the center program is to provide leadership and resources which contribute to the improvement of teaching and learning. This will be done through: (1) self improvement of staff members, (2) staff members' sharing ideas and talents, (3) facilitation of curriculum development."

Although we do have a small professional library and enough space for individuals to use the center as a place to read and relax or to prepare, it is rarely used in that way. Most often teachers use the center for meetings, for curriculum development, and for a wide variety of center-sponsored inservice and staff development activities ranging from subject-matter inservice sessions to workshops on topics such as developing both sides of the brain, using cognitive style mapping, and teaching the international child. In fall 1981, the center added two rooms that house a materials distribution center and that provide a place for more make-and-take activities.

The center works cooperatively with Michigan State University in several areas, including participation in the College of Education Equity Project, use of the center for credit courses on teaching the gifted, and cooperative planning on research in the schools with the Institute on Research and Teaching.

Mini-grants up to $150 and funds for major proposals for curriculum development (grants have ranged from $300 to $4000) are available. The center governing board also manages the school district's conference and travel funds and is responsible for planning the district's inservice days.

EVALUATION: Evaluation has been in the form of teacher response to short questionnaires regarding activities.

RESOURCES: Professional library; collection of TV tapes and instructional kits on various elements of teacher practice. There are four rooms, normal classroom size. Two are equipped for meetings of up to 30 people. To date there have been almost no make-and-take activities. With the acquisition of the additional space that will begin to occur. Secretarial services are provided and a good deal of typing and duplicating for individual teachers occurs.

STAFF: Gerald E. Kusler, director of instruction; Sally A. Fuller, secretary/manager; Debra Earls, materials center clerk; Gina Murphy, student secretary; Carole S. Dodgson, elementary reading coordinator.

SETTING: The center occupies two large, former kindergarten rooms that have been remodeled. These rooms form the gabled end to a long, low elementary building. Two adjacent classrooms were added to the center in 1981. The building is within walking distance of the high school and two elementary schools, and about ten blocks from downtown East Lansing and Michigan State University.

PARTICIPATION: The majority of participants are teachers, administrators, and staff from the East Lansing Public Schools. Community groups, such as parent groups, community recreation committees, and the state department of education, sometimes use the center, as well as students for activities such as career education units. Some release time is available for teachers to attend staff development, inservice, and curriculum development activities and for conferences and travel.

FEES AND CREDIT: The center charges only for non-district participants in some workshops. Some MSU credit courses are offered at the center.

AFFILIATION: East Lansing Public Schools. The center also cooperates with the County Consortium, the Intermediate School District, MSU, and the state department of education.

SUPPORT: All but a few dollars are provided from the regular school district budget. The State of Michigan provides each staff development group in the state a small per-teacher allocation.

DECISION MAKING: Decisions are made by the governing board, which consists of four administrators, six teachers, and one teacher aide. Programming decisions are made by staff, with input from the governing board and from staff throughout the district. The governing board initiates individual programs as it sees fit.

ORIGIN: The center is a direct result of agreements among teachers and administrators to find a more effective way for teachers to take charge of their own development. The center formally opened in 1979-80.

INFORMATION: A biweekly listing of activities at the center, conferences, and workshops in the area, as well as state and national activities, is sent to all buildings; special descriptions of activities.

EDUCATOR CENTER FOR PROFESSIONAL DEVELOPMENT AND SCHOOL IMPROVEMENT

KALAMAZOO VALLEY
INTERMEDIATE SCHOOL DISTRICT
1819 EAST MILHAM ROAD
KALAMAZOO, MICHIGAN 49002

(616) 381-4620

DIRECTOR: Gerald E. Geik

HOURS: Monday through Friday, 8-5; open evenings and Saturdays for scheduled programs. Open all year.

PROGRAM: Teachers and administrators choose to participate in a variety of center-based awareness sessions, workshops, credit courses, and training programs focused on topics generated from needs assessments. The wide-range of program offerings address subjects such as affective education, classroom management, mainstreaming, gifted education, and student motivation. Programs are conducted in the evenings, during the school day, on Saturdays, and during the summer months.

School-based programs, facilitated by center staff and local leaders, focus on the specific needs of building or district staffs. They take on many forms and reflect a variety of topics including the training associated with the adoption of educational practices available through the National Diffusion Network.

The "Creating the Our Classroom Feeling" project aims to provide training to teachers that will help them address these concerns: motivating reluctant learners; dealing with discipline problems; improving students' self-image; resolving classroom conflict.

EVALUATION: A "Participant Feedback Instrument" and a "Follow-Up Questionnaire" are used to gather data. Results are periodically summarized for decision making as well as for reporting to audiences having interest in the center's effectiveness.

RESOURCES: Included among the many program activities are workshops that focus on producing learning games, visuals, and manipulative items for use in the classroom. Materials and equipment for production (make-and-take) activities are typically provided during such workshops. Curriculum information and materials related to validated educational practices also are available as buildings/districts search for solutions to educational problems.

STAFF: Gerry Geik, center director; Terri Schmul, Sharon Wendell, Liz Brisbane, secretaries; Pat Sahli, professional development services; Peg Luidens, school improvement services; Stephanie

Harris, nutrition education and school improvement services; Phyllis Johnson, gifted education; Chick Moorman, "Creating the Our Classroom Feeling" Project.

SETTING: The Educator Center is housed in the Kalamazoo Valley Intermediate School District Service Center, located near the Municipal Airport in the Kalamazoo metropolitan area (southwestern Michigan). In addition to the offices for center staff, the Intermediate District provides four conference rooms in which programs are conducted.

PARTICIPATION: K-12 teachers, administrators, and professional support staff from 36 local school districts participate in programs of their choice on volunteer time, release time, and during the school day. The center provides several daytime programs during the course of the year. Typically, the local districts support release time for their teachers participating in these activities.

FEES AND CREDIT. There are nominal registration fees for program offerings (approximately $2 per contact hour). The center occasionally offers credit courses in cooperation with colleges and universities. Fees for credit courses include tuition to the credit-granting agency.

AFFILIATION: The center is a service unit of the Instructional Division, Kalamazoo Valley Intermediate School District.

SUPPORT: Salaries and program costs are supported by a combination of local funds, state aid categorical funds, and competitive grants. Office and conference room space, telephones, reduced printing costs, and literature dissemination are provided by the Intermediate School District.

DECISION MAKING: The center is governed by a Consortium policy board. This board, representative of the local districts in the Consortium, is composed of ten teachers and nine administrators, and meets periodically to determine service and program priorities for the center. Specific programming decisions are made by center staff. Staff are hired by the fiscal agent (KVISD) and supervised by the center director, consistent with the fiscal and personnel policies of the Intermediate School District.

ORIGIN: Under the leadership of Ron Sergeant, now Instructional Division Director at KVISD, a regional inservice effort was developed as a result of a 1971 ESEA Title III Open School project. When this project ended in 1974, an Inservice Division was born. This concept has been sustained with a variety of funding sources since its inception.

INFORMATION: Booklet describing policy board functions; center services, and operational guidelines. Calendars; program brochures. "The Educator Center News" is published for Consortium members three times each year. Subscription: $2/three issues for non-members.

TEACHERS' CENTER FOR
PROFESSIONAL AND STAFF DEVELOPMENT

221 HURON STREET
LANSING, MICHIGAN 48915

(517) 374-4367; 374-4114

DIRECTOR: William Helder

HOURS: Office hours: Monday through Friday, 8-4. Teaching Resource Room: Tuesday through Thursday, 4-6, or by appointment. Summer hours: Tuesday through Thursday, 9-3.

PROGRAM: The purpose of the center is to be a non-judgmental support and advisor to classroom teachers who may attend individually or in groups. Peer listening and action are keys to this center's success.

As an outgrowth of many visits to teachers' centers around the world and the continuous cooperation among teachers, administrators, and the College of Education at Michigan State University, the Lansing center has been designed and implemented in the following manner:

Teachers manage and develop professional growth activities through individual advisement, group inservices, workshops, Michigan State University courses, consultations, seminars, staff exchanges, and an inservice committee that identifies teachers' needs.

EVALUATION: Participants evaluate program both formally and informally.

RESOURCES: Copy and laminating machines; wide variety of raw materials for construction of classroom aids; access to videotape and cable television use districtwide; areas for make-and-take, workshop groups, and seminars; displays of teaching strategies and learning centers on loan (centers are staff-made, teacher-made, and some commercially-made); textbook exchange; library facilities accessible are school district, state, intermediate district, and university; professional and curriculum library materials on loan in the center.

STAFF: William Helder, director of curriculum and staff development for the district; Jacqueline Urso, coordinator of Teaching Resource Room and staff development.

SETTING: The center has a Teaching Resource Room with adjoining offices in an operating elementary school. Programs are offered in schools throughout the district upon request. The location is in the center of Lansing, the capital of Michigan.

PARTICIPATION: The majority of participants are K-12 public and parochial classroom teachers (including special education teachers). Administrators, paraprofessionals, and students are occasional but welcome participants. Most participants are involved after school and evenings, but there is some release time participation.

FEES AND CREDIT: No fees except for university courses. Professional growth credit for pay differential.

AFFILIATION: Lansing School District and Michigan State University.

SUPPORT: Lansing School District supports this program through various local, state, and federal monies.

DECISION MAKING: The policy board of the program is made up of teachers and administrators, with ex-officio representatives from the intermediate school district, the university, and non-public schools. Staff decisions on programming are based on needs assessment and district goals. All hiring of staff is done by administration, and the coordinator of district inservice is appointed by the policy board.

ORIGIN: The TTT (Training of Teacher Trainers) project originally involved classroom teachers in identifying and teaching instructional skills and strategies. These teachers and the professors with whom they worked were described as a Teacher Center Team. In 1976 the district merged these teachers with various other instructional support personnel, and in the same year, the Lansing School Education Association/Lansing School District Joint In-Service Committee was formed to assess needs and develop programs for staffs of desegregated schools. As a result of this concern, the Teaching Resource Room was opened. It has grown from make-and-take in one room to a variety of individual, small-group, and even all-school activities utilizing the multiple talents available.

INFORMATION: Brochures; announcements; calendars. Videotape and slide/tape.

INSTRUCTIONAL MEDIA CENTER--
REGIONAL EDUCATIONAL
MEDIA CENTER-9

6235 GRATIOT ROAD
SAGINAW, MICHIGAN 48603

(517) 793-3760

DIRECTOR: Ronald G. Zolton

HOURS: Monday through Friday, 8-5; Wednesday til 8:30.

PROGRAM: The Instructional Media Center is a support system that provides a comprehensive collection of modern teaching materials to be shared by all schools in the Saginaw Intermediate School District. The center trains teachers in the selection and effective use of modern media in the classroom. Specialists demonstrate the application of modern media to instruction. On request, staff members help teachers produce locally made materials when commericially made materials are not avaialable. The center provides a distribution system for getting materials to the classroom. Teacher training activities include use of equipment, materials selection, multimedia resource guides, transcribing, production methods, workshops, demonstrations, and displays.

The center has developed multimedia resource projects in all subject matter areas in a comprehensive K-12 program. Graphic arts facilities and staff are available for bulletin board exhibits, slide duplication, transparency making, drymounting, laminating, poster and sign making, lettering and drawing, as well as photocopying. A special education learning materials collection serves teachers and students with special needs.

Staff visits to constituent schools assist teachers in using media and equipment. The center conducts weekly student and teacher seminars, both at the center and in individual school buildings or districts. Such training programs are designed to teach skills in many curriculum areas.

RESOURCES: Video equipment; photography equipment; laminating machines; printing facilities; professional library resource materials in all curriculum areas; raw materials and various pieces of graphic arts equipment.

STAFF: Ronald G. Zolton, director; Robert J. Leddy, media consultant, preview/evaluation of materials, curriculum specialist; Carolyn M. Benscoter, special education learning materials service specialist; two full-time secretaries; catalogue and computer specialist; four graphic arts/printing specialists; five media distribution specialists.

SETTING:	The IMC is housed in the Intermediate School District headquarters in Saginaw, at the junction of M-46 and M-47 in east-central Michigan.
PARTICIPATION:	All K-12, public and non-public teachers in Saginaw Intermediate School District (810 square miles). Student teachers from Saginaw Valley State College, Michigan State University, and Central Michigan University, paraprofessionals, and parents also participate.
FEES AND CREDIT:	Per student membership fee of $2.65 is accessed in each district for full services.
AFFILIATION:	The Michigan State Board of Education has divided the state into service areas. The area served by REMC-9 includes Birch Run Area Schools, Bridgeport Community Schools, Buena Vista Public Schools, Carrollton Public Schools, Chesaning Union Schools, Frankenmuth Public Schools, Freeland Public Schools, Hemlock Public Schools, Merrill Public Schools, Saginaw City Public Schools, Saginaw Township Community Schools, St. Charles Community Schools, Swan Valley School District, Catholic Diocese of Saginaw, Lutheran Schools of Saginaw, Saginaw Intermediate School District, and Seventh Day Adventist.
SUPPORT:	ESEA, Title IVB. State aid, intermediate district general funds, and local per capita fees. An ESEA Title II special grant was used to develop a career education media program of circulating media.
DECISION MAKING:	The Regional Educational Media Center-9 is governed by the Saginaw Intermediate Board of Education, which appoints an advisory council made up of 17 teachers and administrators from public and non-public schools in the area. The advisory council makes policy and procedure recommendations to the board.
ORIGIN:	The Saginaw Instructional Media Center began in 1947 as a cooperative project known as the Saginaw County Audio-Visual Education Center. In 1967 a federal grant under ESEA Title III was awarded to the Saginaw Intermediate School District to develop an exemplary multimedia center from the audio-visual center.
INFORMATION:	Slide/tape presentation. "Media News" available upon request.

TEACHER CENTER - ECSU

PO BOX 547
SOUTHWEST STATE UNIVERSITY
MARSHALL, MINNESOTA 56258

(507) 537-1481

DIRECTOR: Judy Zobel

HOURS: Monday, 4-9; Tuesday through Thursday, 4-6. Open the first Saturday of each month.

PROGRAM: The center's program revolves around the philosophy of "teachers teaching teachers." We sponsor regional workshops, graduate courses, sharing fests, and "match-ups" of teachers with other teachers.

Since the center serves educators in a 12,500 mile area, an important component of our center is our traveling mobile van. The theme and activity of the van varies from month to month--with everything from cardboard carpentry to videotaping in the classroom. The newsletter is also a vital form of communication to the many school districts.

An important goal of our center is to respond to individual teachers and to this end we receive and respond to approximately 100 requests each month. Requests vary from assistance in planning a unit to locating resource material and speaker information.

In order to respond to secondary teachers we have formed subject area consortiums in which teachers design programs for their colleagues throughout the year. Consortia have been established in the areas of art, music, foreign language, social studies, and counseling.

EVALUATION: Each workshop is evaluated using a feedback sheet. We document use by numbers of teachers using the van and the center as well as the number of districts involved in each activity. Informal evaluation is accomplished at staff meetings, board meetings, and through contact with the teachers we serve.

RESOURCES: Currciulum materials, professional library, hands-on manipulative materials, videotape equipment, computer, recyclable materials and supplies for teachers to construct materials for their classrooms. The education classrooms at Southwest State University are available for our use.

STAFF: Judy Zobel, director; Cathy TeSlaa, inservice coordinator; Wes Miller, media specialist; Barb Moose and Jodi Tewsburry, student assistance.

SETTING: The center is located in Southwest State University in Marshall, Minnesota. Marshall is a central location for the 102 small rural districts in southwest Minnesota served by the center.

PARTICIPATION: Teachers and administrators from an 18-county area are served by the center. Occasionally workshops and services are provided for parents and representatives of community organizations. We also sponsor events for students in the area we serve as well as Southwest State University students.

FEES AND CREDIT: A small fee is collected for workshops where a significant number of materials are used. Graduate courses are available for $35 per semester hour.

AFFILIATION: Our center is a member of the Educational Cooperative Service, a state intermediate agency.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program and Southwest State University.

DECISION MAKING: The policy board is composed of teachers and administrators elected from the three Minnesota Education Association Uniservs in our area. Staff are hired by the policy board with the final approval of the Educational Cooperative Service Unit board. Staff and program committee of the policy board make programming decisions.

ORIGIN: After learning about the federal legislation to fund teacher centers in 1976, The Educational Cooperative Service Unit Advisory Council, composed of teachers, administrators, lay people, and non-public school representatives, directed that efforts be put forth to secure a grant for the region. A proposal was developed through the joint efforts of the ECSU and the three Uniservs in the area. The center was funded and formally opened, with the hiring of the director in December 1979.

INFORMATION: Slide/tape show, monthly newsletters, brochures, displays, work-bulletins.

MINNEAPOLIS PUBLIC SCHOOLS/
UNIVERSITY OF MINNESOTA
TEACHER CENTER

155 PEIK HALL
159 PILLSBURY DRIVE SOUTHEAST
UNIVERSITY OF MINNESOTA
MINNEAPOLIS, MINNESOTA 55455

(612) 376-4580

DIRECTOR: Fredrick V. Hayen

HOURS: Monday through Friday, 8-4:30. Open all year.

PROGRAM: The aim of the center is to provide high quality training and program development services in a neutral setting using the combined staff of a teacher training institution and public school personnel. It is devoted to improving the initial preparation and the renewal of educators; and to the development and operation of programs and services for metropolitan area schools and for the College of Education, University of Minnesota. Most of its services are offered at external sites.

The center serves as a citywide professional development agency, working through the three curriculum resource centers of the district. Though the center maintains special ties to Minneapolis Public Schools, it also serves districts in the larger Twin Cities area. In some of its roles the center is a statewide agency representing the University of Minnesota. The center also serves regionally and nationally as a technical assistance consulting and training agency with special client groups associated with the National Diffusion Network.

The center is organized into a number of functional units: (1) The Exchange, a dissemination agency; (2) a direct training unit that receives its funds through contracts for services between the center and school districts; (3) a curriculum design and development unit currently working on topics related to the American social welfare system; (4) a program in career exploration for mid-career educators; (5) resource brokering among school systems and colleges; (6) specialized services, including program development in international education, outreach and training services for the state department of education.

EVALUATION: No single model of evaluation is used. Many programs undergo constant documentation and evaluation phases. The center has been involved in a large number of on-site interviews and case studies.

RESOURCES: The center has access to the resources of the Minneapolis Public Schools and the University of Minnesota. These include instructional and management computer systems, media centers, graphics design, printing, the Campus Club, and access to school buildings. The center itself has computer terminals, library of program curricula and management materials, xerox, a telecopier, duplicating, dictating, and transcribing machines.

STAFF: Teacher Center: Fredrick Hayen, director; Marilyn Johnston, principal secretary. Curriculum Development Project: Human Needs and Social Welfare: Marsha Neff and Kay Dietl, writers. The Exchange: Diane Lassman, director.

SETTING: Central offices and meeting lounge in the College of Education building near the University Avenue gate of the University of Minnesota. Additional offices across University Avenue in the Teacher Center Annex.

PARTICIPATION: Elementary and secondary teachers in the Twin Cities area participate on release time. College of Education faculty, administrators, and students also participate. Some units of the center carry budgetary lines to pay for release time. In some instances these release time payments are shared on a 50-50 basis with the the school district. Direct contract services with school districts do not include release time for the staff. School districts retain their funds and provide that internally.

FEES AND CREDIT: Generally, teacher center services are free. Graduate credit (at tuition cost) is offered for some course work available through the University of Minnesota under the sponsorship of the teacher center. All activities of the teacher center are applicable for recertification credit under a special district program operating within the state of Minnesota.

AFFILIATION: Minneapolis Public Schools; University of Minnesota, College of Education.

SUPPORT: Minneapolis Public Schools; University of Minnesota, College of Education; National Institute of Education and US Department of Education; sub-contracts through non-profit corporations throughout the US; funds through the Minnesota State Department of Education and area school systems under contract; Minneapolis Public Schools and the University of Minnesota provide approximately 20% of the total teacher center budget.

DECISION MAKING: Units within the center function autonomously with the central structure providing support services and coordination. The center is governed by a joint board of administrative representatives from the school district and the College of Education. The three resource centers of the district have teacher boards that make policy and management decisions on staff development. The center emphasizes teacher control.

ORIGIN: The center grew out of the Southeast Alternatives Program (Experimental Schools Program, National Institute of Education) and other efforts to develop relevant and effective education in the early 70s.

INFORMATION: Staff respond to individual inquiries for information about programs.

OSSEO TEACHER CENTER

317 SECOND AVENUE NORTHWEST
OSSEO, MINNESOTA 55369

(612) 533-5954

DIRECTOR: Jim Bakula

HOURS: Monday through Thursday, 7-7; Friday, 7-4:30; evenings and Saturdays by appointment. Closed late June through July.

PROGRAM: The purpose of the Osseo Teacher Center is to discover the in-service needs of teachers in the service area and to provide programs and link teachers with local resources that will help meet those needs. Specific programs result from dialogue through a field-agent-type communication system with emphasis on involving local personnel as presenters. The center attempts to include maintenance and follow-up rather than single offerings.

Workshops are offered after school, on Saturdays, and during the school day with release time for teachers to attend. Release time is also available for teachers to present programs at the center or to work one-to-one with other teachers. The center supports the voluntary exchange of expertise among teachers and provides a resource bank linkage service of curriculum and instructional materials and human resources. Mini-awards are offered with the requirement that teachers present practices they develop to other participants with the intention of creating a videotape library. Monthly service area meetings organized according to subject matter or grade level take place at the center as well as courses for college credit. Staff are currently indexing and coordinating the existing local professional libraries.

The center is also open for drop-in use and make-and-take activities.

EVALUATION: Paper/pencil and verbal testimony provide most evaluation data. The operational premise is to have the participants formulate goals and evaluate the results. Evaluation forms differ according to the delivery method used. Every program is evlauated either by external evaluators or by internal methods. The results will be reported by the staff to the program committee with recommendations.

RESOURCES: One large room to be used primarily as a work area that also contains staff offices, material and information storage. Another large instructional room adequate for groups of 50. Upon request, the high school auditorium with a seating capacity of 700 can be reserved. Various rooms are available after school hours. Equipment in the center includes: electric typewriters, mimeograph machines, laminator, lettermaker, copy machine, thermofax, overhead projector, 16mm projector, microfiche

	reader, tape recorder, 1/2-inch video cassette recorder and color monitor, color camera, and access to district-owned minicomputer.
STAFF:	Jim Bakula, director; Georgiana Flannery, full-time secretary; one secondary education coordinator; one elementary education coordinator; two part-time aides.
SETTING:	The Osseo Teacher Center is centrally located in one of the high schools of Independent School District 279. Osseo is a northwest second-ring suburb of Minneapolis that covers 66.5 square miles. Osseo School District includes parts of six suburbs--Brooklyn Center, Brooklyn Park, Corcoran, Dayton, Osseo, and Maple Grove.
PARTICIPATION:	Needs assessments have been distributed to teachers, administrators, parents, and students. Programs will be designed to match expressed needs for each of these constituencies. Public (K-12) and non-public (K-8) school teachers from Osseo School District participate on voluunteer and release time. Substitute teachers are provided so that each school can release one teacher during the school day to participate in center workshops or act as a presenter. Each session involves a training component to prepare participants to act as a resource person for other teachers in their building.
FEES AND CREDIT:	All center presentations are free. College credit offerings are financed by participants. All center activities qualify for renewal credits, but generally not as credit for horizontal salary movement.
AFFILIATION:	Osseo Independent School District 279.
SUPPORT:	The center is supported by a US Department of Education (formerly USOE) Teacher Centers Program grant and in-kind contributions from the LEA and the Osseo Federation of Teachers.
DECISION MAKING:	The 18-member policy board is made up of classroom teachers, administrators, school board members, representatives from community and parent groups, and representatives from higher education. Program recommendations may be initiated by staff or the program committee, but the policy board must give final approval. Staff is recommended by the hiring committee with final approval from the board.
ORIGIN:	A proposal was written, a policy board established, and a needs assessment was distributed by the Education Policies Committee of the Osseo Federation of Teachers, Local 1212, with the support and approval of the LEA. The center became a reality when it was awarded a planning grant from the federal Teacher Centers Program in 1980.
INFORMATION:	Bimonthly newsletter, monthly calendars, brochures, fliers, and posters.

STAPLES TEACHER CENTER

524 NORTH 3RD
STAPLES, MINNESOTA 56479

(218) 894-2430, ext. 795, 796

DIRECTOR: Rick Krueger

HOURS: Monday through Friday, 8-5. Open all year.

PROGRAM: The Staples Teacher Center makes a sincere attempt to provide programs that are long-term and developmental in nature and that are custom-tailored to meet the particular needs of individuals requesting services. The center also makes a conscious effort to provide services to every group in the school district, ranging from teachers to aides, administrators to community members (primarily groups with specific educational concerns).

Examples of programs are: working with teachers over time to provide research, resources, and release time to design a unit, such as lost-wax cast jewelry-making which included an introductory lesson on videotape, a teachers' manual, and a presentation at the State Art Educators Conference; coordinating a Youth Art Month which involved gathering and matting student works, K-12, to display in local businesses; facilitating a Fine Arts Day at a local elementary school with 18 high school students demonstrating an assortment of media projects to the elementary students; assisting the high school social studies department find speakers, contact political parties, secure election materials, and produce mock political commercials on videotape. Other activities have included working with upper elementary teachers and their students to make and launch a hot air balloon; an innovative college course on classroom management offered in cooperation with an area university; and bringing exotic baby animals from the Minnesota Zoo to all elementary schools.

The center offers an advisory program with a liaison teacher from the center working in the classroom to help teachers conconduct simulations or other activities that are experientially oriented.

Administrators use the STC, generally in the area of research. Recently efforts have been undertaken to prepare a report on Japanese management sytles that would include the feasibility of applying to school administration the shared-decision-making model used in Japanese industries.

EVALUATION: A standard checklist is used for large group activities. The executive committee reviews activities on a monthly basis and reports to the full policy board. During the summer, the policy board conducts a major internal evaluation and sets general goals for the forthcoming year. The state commissions an external evaluator to appraise quality of services and to determine the degree to which goals were met.

RESOURCES: Meeting room, videotape and graphic productions equipment, copier, instructional packets, recyclables, professional resource area with education periodicals.

STAFF: Rick Krueger, director; Bruce Tollefson, half-time advisor; Judy Tichey, secretary/receptionist.

SETTING: The center is located in a small house with an attached trailer totaling approximately 1,500 square feet. Staples is located in northcentral Minnesota.

PARTICIPATION: All staff, K-12, including teachers, administrators, and aides in the Staples Schools, are welcome to participate. Community groups and faculty from neighboring districts participate on a limited basis, mainly in large group activities. Members from a post-secondary vo-tech school have also been encouraged to participate. Substitute release time is available to teachers.

FEES AND CREDIT: No fees. The center has offered activities for college credit. All teacher-center sponsored activities are approved for state-required continuing education credit.

AFFILIATION: Staples School District.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: Policy board of 16, including 13 classroom teachers, two administrators and one higher education representative.

ORIGIN: The policy board functioned for about six months on a monthly basis prior to federal funding in fall 1979. Staples has had a number of other projects that addressed inservice education, but this was the first comprehensive, coherent effort to coordinate activities.

INFORMATION: Newsletter.

COLUMBIA-MARION COUNTY TEACHER CENTER

613 BRYANT AVENUE
COLUMBIA, MISSISSIPPI 39429

(601) 736-8468

DIRECTOR: Glenda Shivers

HOURS: Monday through Thursday, 8-4:30; Friday, 8-3.

PROGRAM: The Columbia-Marion County Teacher Center strives to improve student performance by increasing teacher effectiveness. The center provides inservice activities for teachers that focus on time management, stress management, bulletin boards, discipline, spelling, handwriting, reading, and using the newspaper as a teaching aid.

Courses for college and recertification credit are offered to those expressing an interest.

EVALUATION: Professional growth folders are kept on each center participant.

RESOURCES: Laminator; copier; audiovisual equipment; overhead projector; screen; professional library; make-and-take room with supplies available; conference room; offices; file of individuals in the community with different expertise; career education resource center; substitute teacher listings.

STAFF: Glenda Shivers, director; Diane Wilson, secretary/bookkeeper.

SETTING: The center is located in a triple-wide trailer on Jefferson Middle School campus. Columbia is in south central Mississippi, 120 miles northeast of New Orleans, Louisiana, and 90 miles south of Jackson, Mississippi.

PARTICIPATION: Teachers, teacher aides, substitute teachers, administrators, clerical workers, and parents participate on volunteer time. Substitute teachers are hired for teachers who wish to attend all day workshops/seminars upon their building supervisor's approval.

FEES AND CREDIT: Workshops and seminars held at the center are free. Some programs lead to undergraduate and graduate credit from the University of Southern Mississippi and William Carey College at cost to the participant. The Mississippi State Department of Education provides recertification credit courses at a small fee.

AFFILIATION: Columbia Municipal Separate School District, Marion County School District, and East Columbia High School (a Mississippi state supported detention center for juvenile delinquents). Active liaison with University of Southern Mississippi and William Carey College.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: The director makes decisions with input from staff and a policy board serving in an advisory capacity.

ORIGIN: The center was initiated in 1978 with funding from the Teacher Centers Program. The proposal was written by Columbia City Schools administrator, Dr. Bob Ferguson.

INFORMATION: A calendar/newsletter outlining forthcoming events is printed each month. A brochure about the center is available.

JACKSON TEACHER CENTER

101 NEAR STREET
JACKSON, MISSISSIPPI 39203

(601) 969-1135

DIRECTOR: Ann N. Boling

HOURS: Monday through Friday, 8-5; other times as announced.

PROGRAM: The center provides teachers, administrators and other school personnel a cooperative framework for the systemic improvement of education. It is a component of an overall district staff development program.

Center activities include workshops, seminars, idea swap sessions, sessions with consultants, courses for recertification credit, and other inservice meetings. Special learning centers are found in the center on topics such as energy education, career education, metric education, and academic subject areas.

The staff serves in an advisory capacity to teachers upon request. Staff also reviews educational research findings and disseminates them to appropriate district personnel.

A grant involving a metric education telecourse for teachers is being managed through the center.

EVALUATION: We use a registration card to count the number of center visits, by whom, and for what purpose, and a form to evaluate the effectiveness of each session filled out by participants and session leaders. An outside evaluator evaluated the first two operational years of the center. These reports are on file at the center.

RESOURCES: Large materials workshop area including idea files, 25" laminator, single sheet 3M copier that also makes transparencies, paper cutter, art materials, old magazines, and a recycling center. Current and back issues of professional journals and other reading materials for use in research. The center also has access to the school district media center, which includes AV equipment and an instructional television studio.

STAFF: Ann Boling, coordinator; clerk/designer; after-school student help.

SETTING: An office area and a meeting/workroom area have been allotted to the teacher center in an old school building that houses many of the district's instructional services, including the district media center and professional library. The building is located in midtown Jackson, five blocks west of the downtown area.

PARTICIPATION: The center serves instructional personnel, K-12, from all public and several parochial schools in the city of Jackson. Teachers, teacher aides, administrators, and other personnel participate in the program. The center is a part of the overall district staff development program. Some teachers come in during school hours (e.g., during their planning periods) or come for district release-time meetings. Some principals hold faculty meetings at the center to allow teachers to spend more time in the center.

FEES AND CREDIT: There is a small fee for materials and for some of the recertification courses and workshops. Credit is offered for recertification purposes through the state department of education; district staff development points are awarded for participation in many activities.

AFFILIATION: Jackson Municipal Separate School District.

SUPPORT: The center was originally funded by a federal Teacher Centers Program grant, with the Jackson school district as the fiscal agent. The district took over support of the center in September 1981. The parochial schools also contribute to the center budget. Parents, community agencies, and businesses donate recyclable materials and offer other aid from time to time.

DECISION MAKING: A 12-member policy board participates in the governance of the center. It is composed of two secondary school teachers, two elementary school teachers, one vocational education teacher, one special education teacher, one Catholic school teacher, two principals, two central office personnel, and one representative from higher education. The center coordinator is responsible to the policy board and to the assistant superintendent for instructional services. The policy board recommends the staff for employment, after which regular hiring procedures follow. Programming decisions are made by the staff with the supervision of the policy board and a district-wide staff development committee. The assistant superintendent of instructional services has the primary responsibility for approval of major decisions involving the center.

ORIGIN: The Jackson Public Schools, upon the request of several teachers, decided to apply for a planning grant for a teacher center in the winter of 1977-78. A policy board was formed and a proposal was written and submitted. The grant was awarded in the fall of 1978, with the school year 1978-79 being spent in planning for the present operational center, which opened in August 1979. Federal funding ended after the initial three-year period, and the district chose to continue the center with local support.

INFORMATION: Calendars, newsletters, special bulletins.

NORTHWEST MISSISSIPPI TEACHER CENTER

136 NORTH FRONT STREET
SENATOBIA, MISSISSIPPI 38668

(601) 562-7003

DIRECTOR: Sanford L. Powell

HOURS: Monday through Friday, 7:30-4. Open all year.

PROGRAM: The major goal of the center is to meet the professional needs of educators in our area so they are better able to meet the educational needs of their students. The achievement of this goal is being realized through workshops, recertification classes, and individualized training specifically designed by the teachers involved. Programs cover a wide range of topics, including parent participation, audiovisual development, and current teaching methodologies.

On-site delivery is the approach used by the NMTC staff. Because of the 30-mile distance from many schools served by the center, drop-in activities at the facility are somewhat limited.

EVALUATION: A formal evaluation is conducted by the Bureau of Educational Research at the University of Mississippi. Evaluation is based on records kept by staff members and participant questionnaires completed following each activity. In-house evaluation results are analyzed by center staff to make appropriate changes and to plan additional activities.

RESOURCES: Professional publications; commercial learning materials; minicomputer; filmstrips; laminator; audiovisual and duplicating equipment; small conference/work room.

STAFF: Sanford Powell, director; Lynn J. House, training coordinator; Barbara Perkins, office manager.

SETTING: Located in Senatobia, a Northwest Mississippi town 30 miles south of Memphis, Tennessee. The NMTC is housed in a small building with three offices, one conference/workroom, and a small computer center.

PARTICIPATION: Elementary and secondary teachers from five public school districts and one parochial school participate. In addition, administrators in the area and teachers from other public and private schools enroll in recertification classes and special workshops. Parents and teachers in the area are active in the parent participation program. Release time is provided on a limited basis by the center through payment for substitute teachers.

FEES AND CREDIT: No fees are charged for regular center activities. Registration fees ranging from $5-$45 are charged for recertification classes (three hours of credit), depending on materials required for the class.

AFFILIATION: Consortium of five public school districts and one parochial school: DeSoto County Schools, Schools of Tate County, Senatobia Separate Municipal School District, North Panola School District, South Panola School District, and Sacred Heart School.

SUPPORT: NMTC is funded by the US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: Self-identified needs of teachers determine the program for the the center. Input is welcome from administrators, superintendents, and higher education personnel. The 11-member policy board makes program suggestions and provides feedback concerning all activities. The director of the NMTC is hired by the policy board, who then hires the remaining staff with the approval of the board.

ORIGIN: Initial efforts to produce a teacher center proposal came from within the superintendents' offices of two local districts. These districts involved others in the area to form a consortium. The first proposal submitted was not funded. Revision and resubmission of the proposal resulted in a grant in September, 1979. The NMTC began operating in January, 1980.

INFORMATION: Monthly newsletter; brochures, pamphlets, and booklets; slide program detailing center services.

THE TEACHER CENTER

VOGT SCHOOL
200 CHURCH STREET
FERGUSON, MISSOURI 63135

(314) 595-2369; 595-2370

DIRECTOR: Sally Caldwell

HOURS: Monday through Friday, 8-4:30; open for scheduled evening, weekend, and summer use.

PROGRAM: The Teacher Center offers a staff development program that individualizes and personalizes teacher training. This includes identifying specific trainer competencies of persons within and out of the district to serve as advisors and leaders; planning and implementing seminar sessions and curriculum development workshops based on teacher-identified needs; identifying and selecting research and development projects that meet local needs; conducting awareness activities in new methods and materials by providing mini-workshops. The Teacher Center also coordinates the district's curriculum renewal efforts. Needs for curriculum development are determined by systemwide and building-level improvement committees. The Teacher Center then assists these groups in implementing curriculum renewal activities.

Daytime, evening, weekend, and summer programs cover a range of topics including metrics, elementary school mathematics, role-playing and simulation games, exceptional individuals, and individualized reading programs. As the district's staff development program, the center trains substitute teachers to replace classroom teachers attending center programs, and also trains instructional aides. Drop-in use of the center for make-and-take and consultation is encouraged.

EVALUATION: Evaluation includes immediate evaluation of a workshop; a follow-up six weeks later at which teachers are asked to provide examples of activities learned in the workshop that have become part of their teaching. Center staff compile and analyze evaluation results and share them with workshop instructors to help make appropriate changes, plan additional workshops and provide program monitoring.

RESOURCES: Curriculum library, audiovisual equipment, classroom supplies (posterboard, pizza wheels), laminating machine.

STAFF: Sally Caldwell, director; John Krieger, part-time coordinator; Edna Daily, Ruth Covinsky, and Anne Burnett, secretaries.

SETTING: Library and classrooms in a former elementary school now used as a resource center in Ferguson, a suburb of St. Louis.

PARTICIPATION: Elementary and secondary teachers from the school district participate on non-contract and some release time. On approval of the building principal, a teacher may be released from class for center work (a substitute will be paid by the district). Teachers are paid a stipend of $5 per hour for their participation during non-contract time. All district administrators participate in the Staff Development Program which operates out of the center.

FEES AND CREDIT: Inservice activities sponsored solely by the center do not carry credit for salary advancement. Increment credit is provided, however, for courses organized by the center and affiliated with an institution of higher education.

AFFILIATION: Ferguson-Florissant School District.

SUPPORT: The Ferguson-Florissant School District provides most funding and the center coordinates any funds from title programs that have a staff development component.

DECISION MAKING: Teachers' self-identified needs are assessed, and these needs are expressed through a needs committee composed of groups of classroom teachers from each of the 28 buildings participating in the program. A steering committee composed of the assistant superintendents of secondary and elementary education, one assistant secondary principal, one consultant, four elementary teachers, and three secondary teachers meets three times yearly.

ORIGIN: Teachers and curriculum consultants, some of them connected with the district inservice committee, wanted to centralize efforts and start a teacher center. In 1975, ESEA Title III and district funding were secured for establishing the center.

INFORMATION: Invitations for sessions are sent to all teachers who requested a particular type of inservice or curriculum development activity; monthly calendars and quarterly newsletters; curriculum list; slide presentation and script; brochure; Teacher Center Overview; *Teacher Center Adoption Guide*.

INDEPENDENCE TEACHER WORK CENTER

WILLIAM SOUTHERN SCHOOL, ROOM 20
4300 PHELPS ROAD
INDEPENDENCE, MISSOURI 64055

(816) 373-7200

DIRECTOR: Joyce Gallagher, Inservice Coordinator

HOURS: Monday through Friday, 8-4; open until 6 p.m. on workshop evenings.

PROGRAM: The purposes of the center are (1) to establish yearly goals for inservice training in the areas of both regular and special education; (2) to carry out these inservice goals by planning, coordinating, and conducting workshops and training sessions for the teachers and other personnel of the Independence Public School District; (3) to provide help upon request from individual teachers. Such requests may be for materials or for help with specified needs and interests.

Inservice activities are offered in a variety of formats: courses that offer university credit; training sessions that offer inservice credit within the district; working sessions for teachers to develop materials for classroom use; sessions for specialized groups, such as counselors, principals, and administrators.

EVALUATION: Annual evaluation reports are made to district administrators.

RESOURCES: A large workroom is available for all workshops and meetings. Laminating machines and a wide variety of audiovisual equipment are available. Materials (such as tagboard, folders, markers, etc.) are provided for use in organized workshops for district personnel. Resource materials are maintained in all content areas and ideas are on display at all times.

STAFF: Joyce Gallagher, full-time inservice coordinator.

SETTING: The teacher work center is housed on the lower floor of one of the district's 14 elementary schools. Independence is a suburban town in the greater metropolitan area of Kansas City, Missouri.

PARTICIPATION: All K-12 school administrators and teachers in the Independence school district are eligible to attend on volunteer time. Daytime sessions are sometimes planned for non-teaching personnel Evening sessions are frequently planned for parents or for parents and teachers jointly.

FEES AND CREDIT: Regular tuition fees are charged for workshops and classes that are offered for graduate credit (University of Missouri, Kansas City, and other area colleges and universities). Inservice workshops are free and inservice credit is offered to teachers by the district.

AFFILIATION SUPPORT: Independence School District.

DECISION MAKING: District administrators determine policy. All activities are planned by the inservice coordinator and the district administrators on the basis of the yearly needs assessment.

ORIGIN: The center was established in August 1976 to provide a central location for workshops and other district activities. In the summer of 1981 a move was made to the present location.

INFORMATION: Call or write the inservice coordinator.

THE LEARNING EXCHANGE. . .
A TEACHERS' CENTER

2720 WALNUT
KANSAS CITY, MISSOURI 64108

(816) 471-0455

DIRECTOR: Janice Kreamer

HOURS: Tuesday through Thursday, 10-7; Friday and Saturday, 9-4.
Summer hours: Tuesday through Saturday, 9-4.

PROGRAM: The Learning Exchange exists to improve the quality of education by improving the quality of teaching. In pursuit of that goal, The Learning Exchange has developed (1) an Inservice Directors Network to coordinate development of inservice workshops with 20 metropolitan school districts; (2) drop-in workshops led by staff members and area educators focusing on topics such as learning centers, dealing with stress in the classroom, and holiday family activities; (3) college credit courses offered by area colleges and universities; (4) The Workshop, an area where scout groups or classes can meet to explore seasonal activities using recycle materials; (5) Wildwood, an outdoor education program.

The center also welcomes drop-in visitors and offers staff assistance, displays, and workspace to encourage self-help.

Three major thrusts are the continued support of the School Advisory Assistance Centers which provides training and coordination for 74 school advisory committees in Kansas City; the expansion of Exchange City, an economic education program; and the development of the Learning Through the Arts program designed to bring area professional artists into fourth grade classrooms.

EVALUATION: We use pre- and post-workshop questionnaires and invite comments via our newsletter and questionnaires to participants and to school staffs. The center also employs an associate professor from Kansas University as an evaluator and consultant for several curriculum programs.

RESOURCES: Design lab with supplies such as posterboard, dice, markers, tools, complemented by a 2000 square foot recycle area with items such as plastic ships, egg cartons, textiles, juice cans, pizza wheels, telephone wire. Small library and nine cubicles devoted to displays and storage of teaching materials ranging from classroom management to curriculum areas. Meeting space for large and small groups.

STAFF: Full-time: Jan Kreamer, executive director; Ellen Pittman, Exchange City director; Dalene Bradford, resource center director; Dana McMillan, facilities coordinator; Betty Aboussie, Education in the Arts director; Sue Ross, advisory director; Ruth Schwartz, Natalie Barge, Cindy Berard, Exchange City coordinators; Jane Young, Wildwood director; Nancy Jacobs, public relations director; Virginia Johnson, office manager; Jeanne Connery, Nancy Duvall, Rosaline Grace, Gilda Manning, administrative assistants. Part-time: Cheryl Brady, inservice director; Connie Racer, Historic Kansas City coordinator; Phil McKnight, consultant; Grant Clothier, Connier Campbell, Phyllis Keith, Joann Wyman, Carl Boyd, Sister Frances Kenoyer, Lorretta Stewart, school advisory; Sidney Martin, recycle coordinator; Barbara Shaw, public relations assistant; Juanan Hill, administrative assistant.

SETTING: We occupy 19,000 square feet of the second floor of a warehouse close to Crown Center near downtown Kansas City, Missouri.

PARTICIPATION: Participation is primarily on volunteer time by elementary teachers from the metropolitan area (23 school districts). All 23 districts will send groups to Exchange City during the 1981-82 school year; 12 schools will participate in the Learning Through the Arts program; and 16 school districts will participate in inservice programs. We also have a growing participation by secondary teachers, scout groups, church groups, and preschools.

FEES AND CREDIT: Visitors pay for goods (commercial supplies and recycle items) and services (laminating, xerox). Fees are charged for workshops and some consulting services. Individual schools pay for participation in curriculum programs although those programs are supplemented by funds from the community. College credit fees are determined by the college offering the course.

AFFILIATION: Independent, not-for-profit corporation.

SUPPORT: The $600,000 annual budget is primarily supported through grants from local foundations and businesses. Significant sources of support are fees charged for materials and consulting, and donations made by Friends of the LX. Community members and teachers also contribute hundreds of volunteer hours.

DECISION MAKING: Final authority rests with the LX board of directors who work with staff to set programming priorities. The board approves program budgets and hires staff. Coordination and supervision are the responsibility of the executive director.

ORIGIN: The Learning Exchange was founded in 1972 by two teachers, Gail Johnston and Mary Watkins, as a part-time operation they ran with personal funds in a church hall. The project began following a trip by Gail to the Learning Center in St. Louis. The founders' emphasis on "hands-on" experiences and the development of non-traditional educational resources attracted both teachers and community leaders. Support for growth was found in the local business community.

INFORMATION: "The Exchanger," newsletter published twice yearly; "The Communicator," SAAC newsletter published three times a year; "The Newsline," bimonthly newsletter of the Friends of the LX.

THE LEARNING CENTER

4504 WESTMINSTER PLACE
ST. LOUIS, MISSOURI 63108

(314) 361-1908

DIRECTOR: Emily Richard

HOURS: Monday, Friday, Saturday, 9-5; Tuesday through Thursday, 9 am-9:30 pm. Open all year.

PROGRAM: The center is a place: ". . .where teachers can state freely and honestly their concerns and needs. . .where teachers can explore openly a variety of ways and means of enriching and improving their teaching of children and be able to make mistakes. . .where those advising and supporting teachers convey confidence that teachers be given responsibility for decision-making if they are to be accountable for the learning that occurs in their classrooms."

The center offers a prolific program of after-school, Saturday, and summer workshops and courses in topics such as organization and change in classrooms, printmaking, weaving, informal math, plants and animals, special education methods, video, ceramics, theater and dance. The center plans multiple workshops for district, regional, and state teachers' organizations' inservice and conference days. It also runs custom-designed workshops on release time, after school, or on weekends, at the center or at schools, for teachers and other instructional groups. Teachers can bring classes to the center for workshops by arrangement. The center encourages drop-in use for counseling with staff and other teachers, and to make classroom materials. The center also co-sponsors graduate credit courses, as well as offering specially-funded programs for children and families.

EVALUATION: Webster College Community Education evaluation form used for credit courses. Also Learning Center questionnaire and informal discussions with participants and program leaders.

RESOURCES: Curriculum materials displays, supplies and workplace, store selling curriculum materials and educational books, recycle materials, cardboard carpentry shop, drill press and other power tools, drymount press, kitchens, plants and animals, pottery studio, and 575-seat theater.

STAFF: Emily Richard, full-time executive director; two full-time professional staff responsible for program, special projects, bookstore, and administration; custodian; extensive volunteer assistance. Workshop instruction is by teachers and other community talent.

SETTING: The center owns a spacious three-story, turn-of-the century building, formerly a women's literary club, in St. Louis' Central West End near Forest Park, major cultural centers, and the Chase-Park Plaza Hotel.

PARTICIPATION: Teachers, student teachers, school support staff, and parents in the greater St. Louis area, including western Illinois as well as Missouri, participate in the center. Teachers attend on volunteer or release time.

FEES AND CREDIT: Workshops cost about $2.50 per instructional hour. As a result of contracting with school districts, some programs are available as inservice without charge to teachers. Salary advancement and/or service credit is available for many programs; graduate credit is available through Webster College. Center programs are accredited by a number of school districts in negotiation with teachers' associations for inservice hours. Individual memberships cost $25/year and entitle members to 10% discount in the bookstore, a discount on program registration fees, and vouchers to apply to the cost of workshops.

AFFILIATION: Independent.

SUPPORT: Grants and contributions from local foundations, corporations, businesses, and individuals; fees from contract services, income from sale of books and materials, memberships, workshop and materials fees, income received from outside use of facilities. The Learning Center generates 60% of its income from services, sales, and membership fees; 40% is raised through cash and in-kind contributions.

DECISION MAKING: Board of directors composed of executive director, teachers and other educators, community leaders, and representatives of business.

ORIGIN: The center began in 1970, growing from Emily Richard's work at the Elementary Science Study (Education Development Center, Newton, Massachusetts), her work in classrooms, and a subsequent pilot project she initiated and directed in the summer of 1970, called Curriculum Materials and Design Center, St. Louis. The center was initially supported by CEMREL (Central Midwestern Regional Educational Laboratory), a four-year grant from Danforth Foundation, and contributed services of the director and others.

INFORMATION: Newsletter and special announcements.

ST. LOUIS METROPOLITAN TEACHER CENTER

9137 OLD BONHOMME ROAD
ST. LOUIS, MISSOURI 63132

(314) 993-5858

DIRECTOR: G. Wayne Mosher

HOURS: Monday through Friday, 8:30-5. Open all year.

PROGRAM: The purposes of the center are to provide inservice and small grants for educators covered by the teacher center program. Inservice: The inservice program is based upon expressed needs of participants. Courses have included six two-hour sessions--"The Institute on the Teacher and the Law," "Assertive Discipline," "The Heart of Teaching"--dealing with teachers' "frustration, anger, isolation, change, and pressure"; and single-session and series workshops on economics, basic English, art museum resources, newspapers in the classroom. Mini-grants: The small grants program responds to more specific needs identified at the individual, building, or district level. Funded mini-grants have involved art curriculum, mass media, truancy, and many other areas.

EVALUATION: Our workshops are evaluated both quantitatively and qualitatively. We are interested in participants' attitudes about their workshop presenter and their personal achievement of program objectives.

RESOURCES: We have nine rooms (two full work rooms for make-and-take, drop-in center, offices, conference rooms, greenhouse corner, laminating, xerox), for meetings. We have a good supply of idea books plus completed mini-grant materials developed by local teachers.

STAFF: G. Wayne Mosher, full-time director; Sharon Ealick, full-time assistant director; Arlene Antognoli, basic skills academy coordinator; Marvin Beckerman, basic skills specialist; Sandra Kardis, mini-grant coordinator; Barbara Burger and Diane Weiss, secretaries.

SETTING: Nine rooms, plus office and storage space, in an old school building located in Olivette, a residential area in southwest St. Louis.

PARTICIPATION: In our first three years of operation we have had more than 5000 teachers and principals participate on a voluntary basis in SLMTC programs. Participants come primarily from districts served by the project, but other educators are welcome on a space-available basis.

FEES AND CREDIT: Most workshops are free. The graduate credit courses we co-sponsor are at the going graduate course rate.

AFFILIATION: A consortium of 25 public and non-public school districts and five institutions of higher education in the St. Louis Metropolitan area.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: We have a policy board composed of 52 members. In most cases a district is represented by both a teacher and administrator. There are some exceptions that were necessary to maintain the 51% teacher majority as mandated by the legislation. The teacher center staff is responsible for the operation of the center and its programs.

ORIGIN: A group of school district representatives, a dean of education at a local university, and teachers met to plan a proposal for funding early in 1978. The grant was made in August 1978, and doors opened in January 1979.

INFORMATION: Brochures, newsletter; mini-grant materials; basic skills curriculum.

TEACHER CENTER FOR MONTANA

BOZEMAN BRANCH
615 SOUTH 16th STREET
BOZEMAN, MONTANA 59715

(406) 587-8181

MISSOULA BRANCH
215 SOUTH 6th STREET WEST
MISSOULA, MONTANA 59801

(406) 721-1620

DIRECTOR: Robert W. Lukes, project director. Sally Moore, Bozeman Branch.

HOURS: Monday through Saturday, 8-6; open two nights a week til 8. Summer hours: Monday through Friday, 8:30-4:30.

PROGRAM: The Western Montana Teacher Center and the Teacher Center for Gallatin County have merged to form the Teacher Center for Montana, which serves 20 counties in western Montana (an area in excess of 50,000 square miles). The teacher center supports teachers, administrators, and all educational personnel in their professional growth and development. It provides a wide variety of inservice programming based on current needs surveys. The emphasis during the 1981-82 school year will be on basic skills and classroom management. Workshop topics include classroom management techniques, communication and motivation, hands-on bulletin boards, microcomputers in the science curriculum, and beginning stained glass.

The center is open for drop-in use of materials, the resource library, and make-and-take projects. Staff are available to teachers to consult, do research, and plan and make curriculum units on the arts, early childhood reading, math, and languages.

EVALUATION: An evaluation form is distributed at the end of inservice sessions.

RESOURCES: Professional library, learning resource center (complete collection of materials and teaching aids for exceptional children--special education, learning disabilities, gifted), books, games, booklets in every subject and interest area, mobiles, patterns, laminator, copy machine, typewriters, overhead projector, microcomputer, video equipment, thermofax, posters, teacher curriculum files, texts and learning kits for classroom use, taped programs and films for classroom use, many free items (scraps of lumber, linoleum), and a display of current materials, textbooks, educational aids, and catalogues.

STAFF: Robert W. Lukes, project director; Sally Moore, director, Bozeman Branch; program coordinator (vacant); Kit Baylor, secretary/coordinator; Anna Gates, April Potter, secretaries; Sandy Napoli, teacher center aide.

SETTING: The Missoula Branch is located in District 1's Administration Building and the Bozeman Branch is located on a stage in the

Gallatin County Law and Justice building. Both Missoula and Bozeman are situated in the mountains of western Montana and both communities are university towns.

PARTICIPATION: Preschool through secondary teachers attend on volunteer time (although the largest participation is among elementary school teachers). Educators (the TCM policy board defines educators as anyone dealing with students--parents, school board members, teachers, university personnel) drop in for a variety of resources. Participants travel from five miles to 100 miles to join in teacher center activities.

FEES AND CREDIT: There is a small fee for use of the laminator and copy machine. Workshop fees are set to cover materials used. Credit for some inservice programs (and fees for this credit) are handled by the University of Montana and Montana State University.

AFFILIATION: The LEA for the project is the Missoula County Schools.

SUPPORT: We are totally funded by the US Department of Education (formerly USOE) Teacher Centers Program. However, we are now receiving a great deal of support through in-kind services, loaned equipment, and so forth from school districts, teachers, and the Montana Office of Public Instruction.

DECISION MAKING: The project is governed by an executive policy board comprised of five members from each of the branch policy boards. The Missoula Branch policy board has 21 members, and the Bozeman Branch policy board has 15 members.

ORIGIN: Both the Western Montana Teacher Center and the Teacher Center for Gallatin County began with federal grants in 1978. The Teacher Center for Montana is the result of a merger designed by policy board members of both branches.

INFORMATION: Newsletter.

WESTERN NEBRASKA
RURAL TEACHER CENTER

Mailing Address:
EDUCATIONAL SERVICE UNIT #14
PO BOX 77
SIDNEY, NEBRASKA 69162

1114 TOLEDO STREET
SIDNEY, NEBRASKA 69162

(308) 254-4677

DIRECTOR: Marge Curtiss

HOURS: Monday through Friday, 7:30-5, and by appointment. Summer hours: Monday through Friday, 9-3.

PROGRAM: The teacher center provides a framework within which the teachers and schools of a four-county, rural area can work together on common concerns: the needs of students to acquire basic academic and life skills; to identify, develop, and respond to curriculum needs; and to respond quickly to needs of individual teachers and schools. We have developed a cadre of teachers who are able to conduct workshops, as well as foster sharing among teachers on an informal and continuing basis.

Although our center has a central location, distances are a factor. Many activities are held in schools. Workshops on stress reduction, reading in the content areas, programs for gifted students, sign language, preparation of overhead transparencies, mainstreaming, and make-and-take with all materials furnished have been offered. Teachers have used the services of the center in assessing their own curricula, for assistance in visiting schools to learn about new curricula, and in developing and adapting new curricula to meet the needs of their students.

The center is open for drop-in visitors, who use the professional and curriculum libraries, preview media and materials, use the machines to produce materials for their students, talk and consult with staff members and other teachers. Our center supports a media/materials collection with items circulated twice weekly by van.

EVALUATION: Evaluation is conducted by an external evaluator using data gathered by staff, consultants, and policy board. Each person who conducts a formal activity prepares an evaluation and transmits the results to staff.

RESOURCES: Curriculum and professional library; media/materials collection. Projectors (16mm, filmstrip, overhead, opaque, slide), microfiche readers, copier, laminators. Visualmaker, transparency maker, cameras, darkroom, video, microcomputer. Supply of materials and patterns for bulletin boards and classroom games. Networks to supply research information to teachers have been established through a computer search project of the Nebraska State Department of Education, Nebraska Library Commission, and local colleges, as well as linkages with other Nebraska Educational Service

Units, and nationally with other teacher centers. The center has space for individual teachers to work and do research as well as space to house a class or meeting of up to 50 people.

STAFF: Marge Curtiss, director; Sandy White, media specialist; Lorraine Reichert, curriculum consultant; Sharon Deaver, van driver and film inspector.

SETTING: Located at Educational Service Unit #14, an intermediate agency serving the schools of four counties in Nebraska's southern Panhandle. The center occupies an area of approximately 75' X 75' in a modern building with panelled walls and carpeted floors. An equal amount of space in the building is occupied by ESU #14. The building is located in Sidney, a town of 6400 situated in an agricultural area raising grains and livestock.

PARTICIPATION: Participants from public and private schools of Kimball, Cheyenne, Deuel, and Garden counties participate mostly on volunteer time and some school time. The 380 teachers served come from all levels, K-12. Administrators, aides, bus drivers, local preschools, and parents also have availed themselves of services. Students in high school and college have used resources. Community groups use our large meeting room.

FEES AND CREDIT: No fees for programs. Replacement costs are charged for paper used in the copier, laminating film (other than at workshops), and transparencies or thermal masters. If participants wish college credit, they pay the tuition.

AFFILIATION: Part of Educational Service Unit #14, one of 19 legislatively mandated intermediate educational agencies in the state of Nebraska.

SUPPORT: Funded by Title IV-B cooperative for purchase of media; Title IV-C innovative grant through Nebraska State Department of Education; ESU #14 monies; and local schools.

DECISION MAKING: The center is supervised by a 26-member policy board, 18 of whom are classroom teachers. Also represented are administrators, colleges and universities, and ESU #14. Staff is empowered to make some programming decisions following policies developed by the board.

ORIGIN: Our center was the outgrowth of a long-term concern of Marge Curtiss regarding inservice activities for teachers of this area. This concern was shared by Bill Kelley, administrator of ESU #14. As more information became available about the teacher center approach, we were convinced it was a viable route to improve staff development. With the advice and consent of the ESU official board and the advisory council of superintendents, we became committed to the establishment of a teacher center.

INFORMATION: Monthly newsletter and seasonal calendars; occasional special announcements.

LAS VEGAS TEACHERS' CENTER

600 NORTH 9th STREET
LAS VEGAS, NEVADA 89101

(702) 384-9555

DIRECTOR: Dayle Fitzpatrick

HOURS: Monday and Friday, 8-5; Tuesday through Thursday, 8-7; Saturday, 9-4. Open all year.

PROGRAM: After-school, evening, and Saturday inservice sessions for teachers are held, as requested. Workshops have focused on materials making, working with special programs, creative writing, and training teachers to use media in the classroom. Aides and preservice students are encouraged to use the center during the day. Teachers can drop in, or telephone the center for staff to locate materials for them.

EVALUATION: The Clark County School District Research and Development Department works with the center to develop the final evaluation, which is done yearly. Teachers fill out a short form to evaluate inservice activities.

RESOURCES: Professional resource library; activity-idea file; visuals file (bulletin boards and other creative ideas on file); resource speakers file; subject-indexed bibliography. Copier; 25" laminator graphics supplies; drafting table; letter machine with variety of dies; work areas with tables for large projects.

STAFF: Dayle Fitzpatrick, full-time director; full-time clerk; part-time clerk; retired teacher aide; part-time audiovisual assistant; part-time resource teacher.

SETTING: Located in a double-wide portable building on North 9th Street in Las Vegas, and situated close to the Clark County School District Building.

PARTICIPATION: K-12 public and non-public teachers from Clark County participate on volunteer time. Parents, aides, preservice students from the University of Nevada, and resource teachers also use the center.

FEES AND CREDIT: Inservice credit classes (also useful for state recertification) offered periodically through the Professional Growth Department of Clark County School District. Fees for graduate credit classes cover expenses of instructors and supplies.

AFFILIATION: Clark County School District.

SUPPORT: Space, custodial and maintenance services, utilities, and basic furnishings (desks, tables, chairs, carpeting) provided by

	Clark County School District as in-kind contribution. Materials, salaries, cost of operation, office and instructional supplies, and daily operation paid for by grant from US Department of Education (formerly USOE) Teacher Centers Program.
DECISION MAKING:	The Las Vegas Teachers' Center is governed by a 15-member policy board, nine of whom are teachers, which meets once a month. The board is divided into two committees--programs and operations--which meet periodically. Activities are established by joint agreement between the center director and the policy board programs committee. The board hires and supervises staff.
ORIGIN:	The center was initiated by a proposal written by the Instruction and Professional Development Committee of the Clark County Classroom Teachers' Association along with the Clark County School District Federal Programs Department. The board of trustees of Clark County School District authorized the formation of the center in September 1977. Center staff was hired in September 1978 and was housed in a temporary office in the Curriculum Development Center. The permanent facilities were acquired in January 1979 and the center moved in February.
INFORMATION:	Brochure; monthly calendar; journal (newsletter) is sent out monthly to all teachers in the district. Ten-minute slide presentation.

NOTRE DAME COLLEGE
TEACHER CENTER

2321 ELM STREET
MANCHESTER, NEW HAMPSHIRE 03104

(603) 669-4298

DIRECTOR: Sister Louise Auclair

HOURS: Teacher Resource Center: Monday through Thursday, 9-4:30, 6-7 pm; Friday 9-4:30; plus specially scheduled workshop hours. Open all year.

PROGRAM: The purposes of the center are to: provide material resources, based on needs assessments, for elementary and secondary teachers; provide an exchange system for materials developed by elementary and secondary teachers; present new educational concepts through displays, pictures, tapes, and so forth at malls, community meetings; provide 18 workshops per year at minimal cost for inservice credit.

The center runs after-school, evening, and Saturday workshops on topics such as learning disabilities, family dynamics, math, handicapped, child abuse, early childhood, gifted, listening, science, reading, social studies, music, language, and writing. The center offers graduate credit courses in special education, learning and language disabilities, reading, individualized instruction, and counseling/rehabilitation services. The center also offers custom-designed courses and workshops during the year and intensive one-to-three-week courses in the summer. Finally, the center offers a complete master of education degree in two summers plus a practicum.

EVALUATION: A simple form is generally used for feedback on classes and workshops.

RESOURCES: Teacher Resource Center: suggestion box for ideas; lists of people, places, things helpful to the program; catalogues, magazines, and materials to make games for purchase at minimal rates; sample lessons from other teachers; "swap shop" listings; kits for learning, games, textbooks, filmstrips, films, microfiche, microfiche readers; a laminator.

STAFF: Sister Louis Auclair, chairman of the Graduate Division, supervises staff. She and four other part-time staff organize workshops, maintain the library, order materials, keep the books; Notre Dame College faculty, students and others on call for special workshops.

SETTING: One room at Notre Dame College serves as library and workshop area. Additional rooms such as the Student Center are available as needed for meetings. Office space and equipment used as regular part of college work.

PARTICIPATION: Primarily K-college teachers from the greater Manchester area participate on volunteer time; also parents and nursery school leaders. Periodically a workshop is offered for children.

FEES AND CREDIT: Workshops $7 in advance, $8 at door (fees are non-refundable; minimum enrollment for workshops is required); courses $225; use of Teacher Resource Center, $3 fee per semester.

AFFILIATION: Notre Dame College.

SUPPORT: Notre Dame College and fees from participants.

DECISION MAKING: Chairman of the Graduate Division supervises staff and makes decisions based on advice of the advisory councils, records of use of the center, and workshop participation. There is an advisory council for reading and learning disabilities, for counseling and rehabilitation, and a council for individualized instruction. The councils are made up of Notre Dame College faculty, students, and former students (most of whom are teachers), and administration from the greater Manchester area. The councils meet two or three times a year.

ORIGIN: The Teacher Resource Center was developed as part of a Title II Project, SHARE, a 15-school unit in south central New Hampshire in 1972. Materials used in that project are the base of the Notre Dame College Teacher Center and have been supplemented by purchases by the college of resources and materials. The chairman of the Graduate Division studied teacher centers in England and the United States in 1970 and started the concept of the center in 1975.

INFORMATION: Newsletter periodically published; Notre Dame College catalogues. Workshop lists available.

CATALYST
(CENTER FOR THE ADVANCEMENT OF TEACHING AND LEARNING)

HEPBURN 112
JERSEY CITY STATE COLLEGE
2039 KENNEDY BOULEVARD
JERSEY CITY, NEW JERSEY 07305

(201) 547-3094; 547-3098

DIRECTOR: Mitchell E. Batoff

HOURS: Monday through Thursday, 8:30 am-9 pm; Friday, 8:30-5; Saturday, 10-2.

PROGRAM: CATALYST's aim is to support the professional growth of school and college people who are: striving to develop students' basic skills; attempting to nurture the motivation to learn; wrestling with ways to develop the rational powers of an individual; and making changes in the learning environment. CATALYST offers to teachers and students an informal, collaborative, non-threatening milieu rich in stimulating things and ideas. It provides a meeting place where people, things, and ideas can freely interact.

College students, faculty, and local teachers come to browse, make instructional materials, experiment, cross fertilize ideas, use media technology, and actively learn. Some undergraduate and graduate classes are held here. Two daytime weekly film showings are held at CATALYST, and occasional Sandwich Seminars at noon. The Hudson County Superintendent's Roundtable meets at the center. After-school and Saturday workshops, seminars, discussions, mini-courses, and conferences are offered.

EVALUATION: Three safeguards insure that our activities are appropriate: (1) internal ad hoc advisory committee, (2) 26-member external advisory board, and (3) formal and informal evaluation by those who use the center.

RESOURCES: Make-and-take area; instructional games; recycle depot. Materials for working with the gifted; motivating devices for teaching basic skills; reading-media-technology area; materials to individualize learning. Early childhood learning center; materials for teaching filmmaking to children; microcomputer area; science areas; mathematics laboratory manipulatives. Area for screening films, filmstrips, tapes, records, video; theater where teachers can view films. Laminator; photocopier; large-print typewriter; silk-screen print set; Ektagraphic Visualmaker; transparency maker and lettering composer; materials for making and binding books; classroom printing press. Lounge area; periodicals; idea books; file on teachers and others with expertise in various fields, and places where exemplary programs and projects may be seen in action; multimedia, multisensory, and multilevel unit boxes on a variety of topics.

STAFF:	Full-time: Mitchell E. Batoff, director; Carmine R. Cicurillo, educational media coordinator; Charles A. Pratt, administrative assistant; Mildred Levine, secretary. Two to four faculty assigned here at our request from several departments in the school of education. These people are given three points of release time in their teaching load to work in CATALYST.
SETTING:	Located on the campus of Jersey City State College, two miles south of Journal Square on Kennedy Boulevard in Jersey City. This is in densely populated Hudson County in the northern part of New Jersey, across the Hudson River from New York City. The center is housed in a 5000 square foot room (former student snack bar) on the ground floor of Hepburn Hall, a distinguished example of Gothic architecture.
PARTICIPATION:	Public and non-public school teachers in Hudson County, undergraduate and graduate students, and faculty, particularly in the school of education, participate on volunteer and release time.
FEES AND CREDIT:	Facilities and services are generally free. Nominal charges for the use of consumable materials such as laminating film, triwall, and photographic film. In addition, some workshops and conferences require a nominal registration fee ($5 or less). Inservice credit offered for workshop series.
AFFILIATION:	School of Professional Studies and Education, Jersey City State College.
SUPPORT:	Initial funding came through a Higher Education Act, Title VI matching grant and various state funds. The college provides our space, utilities, maintenance, and a small operating budget. The director is a tenured faculty member, and the administrative assistant is a library employee assigned to the center. These salaries are paid for out of the college budget.
DECISION MAKING:	Decisions are made by the director in consultation with staff. We have a 26-member advisory board of teachers and administrators representing almost every school district in the county, and an ad hoc advisory committee of faculty.
ORIGIN:	In summer 1977 a committee of education faculty was appointed by Dean Bruce Waldman. One major recommendation of the committee was that a teachers' center be established at the college. In spring 1978 a kickoff dinner was organized by the dean. Invited were selected faculty in the school of education and representatives from most school districts in Hudson County (who subsequently have become active members of our advisory board). Following the dinner meeting, Joseph F. Callahan, chairman, Division of Administration, Curriculum and Instruction, organized the teachers' center ad hoc committee. The present center director, Mitchell E. Batoff, was elected by the group to chair the ad hoc committee. Our formal opening was an open house reception in October 1979.
INFORMATION:	Brochure, "What can CATALYST offer you?" Workshop calendar.

EDUCATIONAL EXCHANGE CENTER

BROOKDALE COMMUNITY COLLEGE
NEWMAN SPRINGS ROAD
LINCROFT, NEW JERSEY 07738

(201) 842-1900, ext. 308

DIRECTOR: Barbara Goldstein

HOURS: Monday through Friday, 9-5, all year; Tuesday evenings, 7-9:30, September-May.

PROGRAM: The Educational Exchange Center serves all those who are concerned with providing a responsive and individual approach to meeting students' needs. It is a place where adults concerned with facilitating changes in education can come to gain support, to learn to grow, to share, to explore different ideas about teaching and learning, to make things, to think and talk in a relaxed atmosphere.

The center offers practical workshops on Tuesday afternoons or evenings throughout the school year, led by local teachers and administrators who donate their time to share their particular expertise with others.

In addition, multi-session programs, workshops, and conferences are scheduled at other times and appropriate fees are set. These are designed to meet needs of teachers, parents, and administrators in the Monmouth County area.

A teachers' advisory corps, made up of local teachers with special expertise and proven ability to teach their peers, is being formed to do inservice programs at local schools, arrangements to be made on a contractual basis. The EEC also serves as a resource center and clearinghouse of information and materials for those working with students, preschool through high school.

EVALUATION: People using the EEC on a drop-in basis are asked to fill out an evaluation form. Another form is used to evaluate each workshop or program.

RESOURCES: The center has a recycle room where bags of scrap are sold. There is a small work area where make-and-take and games can be made. We have posterboard, transparencies, patterns, model learning centers, and other supplies on hand, plus use of overhead projector, laminating and copying machines. Resource library includes collection of books, curriculum guides, vertical file information, kits, filmstrips, records; free "game of the month"; monthly school exhibits. Materials can be borrowed for up to two weeks with a $5 refundable deposit.

STAFF: Barbara Goldstein, part-time director (who is also Brookdale College Community Education Program administrator); Elena Toregrossa, coordinator, classroom teacher who helps arrange and oversee Tuesday workshops on a volunteer basis. A member of the Child Care Coordinators Council (4C's) is available part-time, as are additional volunteers from the community (none of this staff is permanent and usually changes annually.)

SETTING: Located in Brookdale Community College in four rooms, on the second floor of a small old house called the Community Resource Center (parking lot #8). Lincroft is in central New Jersey in a suburban setting with easy access to major roads and Garden State Parkway (exit 109).

PARTICIPATION: Preschool through 12th-grade teachers from Monmouth County public and non-public schools. Also some special teachers, administrators, parents, Scout leaders, librarians. Some participants come from beyond Monmouth County. Most leaders use the EEC on volunteer time, although some receive release time. For all day conferences dealing with particular areas, schools may send individuals on release time. Efforts are being made to encourage this.

FEES AND CREDIT: Fee for Tuesday workshops is $3, larger fees for more extensive programs. No credit.

AFFILIATION: The center is affiliated with Brookdale Community College, but sevices the entire county and beyond, with no direct linkages with any particular school system or district. The Monmouth County Child Care Coordinators Council (4C's) and the Central New Jersey Urban Schools Improvement Council house some of their materials and staff at the EEC.

SUPPORT: Community Services, Brookdale Community College provides space, publicity, funds for daily operation, and some supplies.

DECISION MAKING: There is an advisory board made up of teachers, administrators, parents, and representatives of community groups. Since the center is non-funded and is under the direction of the administration of community education at Brookdale, the college hires and supervises staff. The advisory board suggests programs and services and serves as liaison to the community.

ORIGIN: The center began in 1974 as an outgrowth of a community services non-credit program dealing with "The Open Classroom." Interested people attending that program formed the first advisory board and worked with the college personnel in planning programs. The nature of the center has continued to be a sharing place for local teachers, and Barbara Goldstein has continued to be the guiding force at the college.

INFORMATION: Brochures printed three times a year; slide presentation.

TEACHER SERVICES CENTER OF THE EDUCATIONAL IMPROVEMENT CENTER--NORTHWEST

202 JOHNSON ROAD, BUILDING NO. 3
MORRIS PLAINS, NEW JERSEY 07950

(201) 539-0331

DIRECTOR: Susan Harvey, TSC; Thomas S. Hamill, EIC-NW

HOURS: Monday, 12-1; Tuesday and Wednesday, 9-7; Thursday and Friday, 9-5; Saturday, 10-2. Open all year.

PROGRAM: TSC provides enrichment, consultation, and resources in a place where teachers, administrators, parents, and community members can "let go and get going again." The center emphasizes the extension of personal as well as professional lives, believing that the integration of the two will enhance both school and home education. While aspects of the program are prescheduled and publicized, spontaneity is more our theme. TSC exists to assist an individual at the time when need, crisis, or decision making can be supported.

TSC program is two-faceted. The scheduled facet includes: (1) extending/sharing sessions (on topics such as stress management, cardboard carpentry, or ERIC) held after school and on Saturday. Topics range from specific content area or grade level needs to hobbies, life skills, and relaxation activities. (2) EIC-NW consultants (all content areas and grade levels) are scheduled to be in the TSC one day a month to meet with participants on a first come, first serve basis. Participants drop in to discuss anything from an individual child, to classroom activities, to total district planning. (3) One van regularly visits the outlying schools within our region to provide educational materials, resources, and assistance. (4) Visits to the TSC by total school staffs, college classes, community and parent groups for inservice sessions, group work sessions, and meetings.

The ongoing, unscheduled facet includes: (1) A drop-in center with a warm, informal, supportive atmosphere for browsing, relaxing and talking, and sharing ideas. (2) An educational lending library of professional and student materials. (3) A workspace for constructing anything from learning centers to triwall cardboard carpentry furniture.

A satellite center in Andover, New Jersey, serves the counties of Sussex and Warren.

EVALUATION: Informal evaluations are primarily verbal. Formal evaluations are completed through the use of a questionnaire following a particular service.

RESOURCES: Professional library; games, kits, manipulatives, filmstrips, cassettes, texts, and dittos; 16mm films and AV hardware and software; materials for the learning disabled; production workspace including laminator, xerox, letter maker, visual maker, duplicator, transparency maker; recycle area; triwall tools and supplies; lounge; one traveling van.

STAFF: Susan Harvey, director; Carol Novik, Gloria Mikowski, client assistance; Sally Sullivan, librarian; Chris Chernes, van.

SETTING: TSC occupies a bright, spacious area within the EIC-NW in suburban Morris County, about 40 minutes west of New York City on Route 80. Centrally located and adjacent to major arteries.

PARTICIPATION: Participants are educators from all content areas, pre-K through higher education, as well as parents and community members from 195 urban, suburban, and rural school districts. The facilities are used by individuals and school districts initiating their own release time, or utilizing the TSC during evenings, weekends, and holidays.

FEES AND CREDIT: Regular membership--free (borrowing privileges for books and materials; use of all TSC resources); Friends of the TSC--$10 (all privileges of regular membership; subscription to newsletter; no registration fee at extender sessions; free film rental); subscription only--$3 (12 issues of the TSC newsletter). Production room and extender materials are at cost ($.60 for one meter of laminating); small registration fee for non-members at extender sessions. No credit through TSC, although EIC-NW does offer credit for some activities. Certificates of attendance are given to all participants.

AFFILIATION: Teacher Services Center is a project within the Educational Improvement Center--Northwest, a regional intermediate school district that responds to the needs of public, private, and parochial schools in the six northwestern counties of New Jersey.

SUPPORT: As a project within the EIC-NW, the Teacher Services Center is supported by federal, state, and private funding sources. Title VI provides a portion of this support.

DECISION MAKING: Cooperative effort among the Teacher Services Center staff, the Educational Improvement Center staff, and a board of directors that governs EIC-NW.

ORIGIN: TSC began in July 1979 as an outgrowth of a pre-established educational library. Needs in our region indicated an increased demand for more active involvement on the part of teachers. The initial library concept, funded by a 1972 ESEA Title III grant, was reassessed through a formal needs assessment and informal teacher opinion surveys; hence, the redesigning of a project and service more applicable to the staff and clients.

INFORMATION: Monthly newsletter/calendar; articles in all EIC-NW's publications (workshop brochures and newsletter, "Ed-Venture").

NEWARK TEACHER CENTER

MARCUS GARVEY SCHOOL
131 13TH AVENUE
NEWARK, NEW JERSEY 07103

(201) 643-3451

DIRECTOR: James Lerman

HOURS: Monday through Thursday, 8:30-5:30; Friday, 8:30-4:30. Open all year.

PROGRAM: The Newark Teacher Center provides opportunities for individualized professional development for the teachers of Newark. With the help of consultants and center staff, teachers can develop, produce, or adapt curriculum. Workshops are offered at the center and in schools on topics determined by the needs assessment survey. Topics have included relaxation techniques, assessing and improving student self-concept, career education, child abuse and neglect, and developing basic skills through art activities. Graduate courses are offered in conjunction with Montclair State College on topics such as education law, the nature of reading, and innovations in teaching. The center is open during and after school hours for teachers to drop in and browse through or borrow from the professional library. Teachers also participate in curriculum study task forces that develop learning packages on specific topics. Center staff are available as advisors to teachers during the school day at the teacher's request. A stress and morale program offers discussion groups, workshops, and graduate courses designed to help teachers with the problems of high stress, low morale, and burnout. The center also sponsors the Cooperating School Implementation Project (CSIP).

The center sponsors Project TEACH with Monmouth College. Project TEACH is a three-credit graduate course to help teachers meet day-to-day classroom situations with practical and positive skills. It focuses on proven teaching strategies and classroom management techniques.

EVALUATION: All activities are evaluated by participants and evaluations are summarized for future use. The center also participates in the National Teacher Center Documentation Project headquartered at Syracuse University. Monthly reports are made summarizing all center activities and semi-annual computer printouts tabulate this data. The center also conducts an annual survey of stress and morale among teachers throughout the city. Results from 1979-81 indicate highly significant differences between teachers who participate in center programs and those who do not. A limited survey has been conducted to assess administrators' perceptions of center effectiveness.

RESOURCES:	Professional library of commerical and teacher-made instructional materials; cardboard carpentry materials and tools; make-and-take area; video equipment, photocopy and duplicating equipment; laminator; lounge area for coffee and conversation.
STAFF:	James L. Lerman, project director; Ronna L. Waller, project coordinator; Doretha Brownlee and John P. Duggan, teacher advisors; Jessie D. Haynes, secretary; Marshana Chapman and William Feldman, part-time resource center coordinators.
SETTING:	The Newark Teacher Center is located at Marcus Garvey Elementary School in the heart of Newark's central ward. The resource center on the main floor is a double-sized classroom with adjoining director's office and storage room. Other offices and workrooms are located on the second and third floors of the school.
PARTICIPATION:	All public and non-public school teachers in Newark are eligible to participate in center programs. Most activities are voluntary and most occur after school hours.
FEES AND CREDIT:	Inservice credit is available for most workshops. Nominal fees are charged. Graduate courses are offered through Montclair State College at a substantial discount. Project TEACH is offered for graduate credit through Monmouth College.
AFFILIATION:	Newark Board of Education is the fiscal agent. Affiliations have been developed with Montclair State College, Kean College of New Jersey, Rutgers University (Newark), and Monmouth College.
SUPPORT:	Funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program. The Newark Board of Education provides space, heat and utilities, custodial and security services, furniture, and some equipment.
DECISION MAKING:	The policy board consists of nine teachers (two non-public), three central office administrators, two school administrators, two university representatives, and one ex-officio representative from the regional Educational Improvement Center. Decisions regarding programming are proposed by staff to the board for approval. Staff are hired by the board of education by recommendation of the policy board.
ORIGIN:	The Newark Board of Education and Newark Teachers Union agreed in 1977 to collaborate on a proposal to the federal Teacher Centers Program. The Board of Education provided substantial release time for a team of teachers and administrators to write the first proposal. The Newark Teacher Center was one of eight planning grants funded during the 1978-79 school year. It began operating in September 1979.
INFORMATION:	Newsletters and brochures produced regularly throughout the year; slide/tape presentation.

ALBUQUERQUE TEACHERS' LEARNING CENTER

712 GIRARD BOULDEVARD NE
ALBUQUERQUE, NEW MEXICO 87106

(505) 265-8863

DIRECTOR: Ruthe E. Duquette

HOURS: Monday through Thursday, 7:30-7; Friday, 7:30-5; Saturday, 9-3. Open all year.

PROGRAM: The aim of the center is to assist teachers in improving their skills in providing child-centered education. This is accomplished through both formal and informal inservice opportunities dealing with interpersonal communication skills, classroom organization and management techniques, and improving knowledge of content areas.

Release-time, after-school, and Saturday workshops are offered. Curriculum development is fostered through mini-awards ($25-$200) to design new learning activities; try new program ideas; create a project with another teacher; construct instructional games, art projects, behavior management programs, task cards. Advisory work, "side by side in the teacher's classroom," is done at teacher request. An advisor may be TLC staff or a district classroom teacher with expertise in the requested area. An area in the center provides space and materials for production of learning aids.

EVALUATION: Every formal activity conducted by the center is evaluated by each participant through the use of an evaluation form.

RESOURCES: Space and equipment for creating a variety of learning activities and materials. Idea file of teacher-generated materials. Laminating equipment, primary typewriter, offset press, audio-visual production and presentation equipment. Professional library and book exchange.

STAFF: Ruthe Duquette, director; Omar Durant and Sharon Belew, associate directors; Marion Hamilton, secretary. In addition, three teachers work part-time, after-school to extend the center's services.

SETTING: The center is located in one of the district's middle schools centrally located to the schools served. An old band room has been transformed into a warm and hospitable environment. Warm earth tones have been used on the walls, as well as in the furnishing and decorations. The multicultural influences that predominate in the city have been echoed in the center.

PARTICIPATION:	Any public or non-public teacher or paraprofessional in the 149 schools within the Albuquerque Public Schools. Participation is on volunteer and release time. Funds are available from the federal grant to provide substitutes for teachers attending workshops during school hours.
FEES AND CREDIT:	Nominal fees are charged for use of the center or materials. Some courses are available for university credit (fees paid to the university), others for recertification credit.
AFFILIATION:	Albuquerque Public Schools.
SUPPORT:	Albuquerque Public Schools and US Department of Education (formerly USOE) Teacher Centers Program.
DECISION MAKING:	A policy board consists of representatives from each of the schools within the area being served, plus representation from special and vocational education, public school administration, and higher education.
ORIGIN:	South Area Advisory Council of Albuquerque Public Schools developed an interest in the concept of teacher centering and applied for a federal Teacher Centers Program grant, which was received in fall 1978.
INFORMATION:	A brochure is available describing center services. Newsletter and calendars describing offerings of the center. A slide/tape has been produced that describes the history of the TLC. Included in New Mexico Teachers' Centers Network brochure.

THE LAS CRUCES TEACHERS' CENTER

CORNER OF LINDEN AND BELL STREETS
MESILLA PARK, NEW MEXICO

(505) 526-9400; 523-9220

Mailing Address:
301 WEST AMADOR
LAS CRUCES, NEW MEXICO 88001

DIRECTOR: Sharon S. Meier

HOURS: Monday and Thursday, 8 am-8:30 pm; Tuesday and Wednesday, 8-6; Saturday, 9-3:30.

PROGRAM: The center emphasizes a warm, supportive environment for teachers and others. Workshops and formal course work are held periodically throughout the entire year based upon requests from users. Teachers are encouraged to use the center on a drop-in basis, as well as to schedule specific appointments with staff members.

The center has assumed the role of "broker" in the district and surrounding communities, matching up people with others who can fill their needs, and people with common interests. The center offers several ongoing workshops taught by staff or trained volunteers. Topics include triwall carpentry, photography, audiovisual production, and puppetry.

New Mexico State University education professors bring their preservice classes to the center on a regular basis. Often those students become members of the center. Church school teachers, who purchase a membership, use the center to develop effective materials for Sunday School classes.

RESOURCES: Professional library; commercial simulation games, math and metric materials, teacher-made materials, transparency originals; pictures and charts for check out; recycle center; triwall and simple woodworking tools; darkroom; cameras, laminators, opaque projectors, overhead projector, transparency maker, slide projector, copier, ditto, electric paper cutter, primary typewriter, tape recorder, sewing machine.

STAFF: Full-time: Sharon S. Meier, center coordinator; Bonnie Votaw, center resource person; Yolanda C. Medina, secretary; Maria Silva, audiovisual specialist. A Project Excel student works about 20 hours per week for a seven-week period. Policy board members and Alpha Delta Kappa members (educational women's honorary society) volunteer two evenings per week.

SETTING: Former school is Mesilla Park, south of Las Cruces, 47 miles north of El Paso. The center uses the cafeteria (production, library and resource, office areas) and former cooking area (where all materials for purchase are stored, AV specialist has work area, and small workshops can be given); a hal[illegible]y that houses textbooks; two bathrooms (one converted to a darkroom); four former classrooms (one for small workshops and sewing room, one for triwall workshops, one for recycle area, and one for storage of extra materials for later center use).

PARTICIPATION: Teachers from Las Cruces' 24 elementary and secondary schools attend on volunteer time. University students, substitute teachers, and church school workers use the center on a less frequent basis, usually during school time. Children use the center with their teachers; private nurseries and day-care teachers, parochial teachers, and Boy and Girl Scout leaders also participate. Specific programs such as bilingual, migrant, learning centers, or reading labs use the center in a release-time or inservice capacity.

FEES AND CREDIT: For any New Mexico State University accredited course held at the center, participants pay regular university fees. Some other workshops require up to $5. State recertification credit is available for certain classes, with one hour of credit given for 16 hours of participation. Currently, those classes may count for salary schedule increments as well.

AFFILIATION AND SUPPORT: Las Cruces School District. Volunteers.

DECISION MAKING: A policy board created initially to get the center on its feet now establishes policy and makes larger financial decisions. The board, representative of all schools, special education, vocational education, and administration, is responsible for carrying the news back to its respective units, collecting data and information, and distributing materials. The board assists the director in making programming decisions, although final responsibility falls to the director. The policy board hires the director.

ORIGIN: The center began as a grassroots project. Two teachers approached the superintendent, whose encouragement in drawing together other teachers, administrators, community, and university staff gave the initial thrust for creating a center. At a meeting, more than 200 people came full of ideas and hope. Superintendent John E. Stablein committed a salary for a director and a full-time secretary/aide. He also committed a building, utilities, and other district support. All furniture was begged, borrowed, or pilfered during the first year. A few pieces of equipment were purchased. Gallons of paint and tons of volunteer labor turned the old former laundry building into a masterpiece. The doors of the center opened officially on October 3, 1977. In fall 1978, the center moved to its present location in a former school.

INFORMATION: Calendars and fliers. The center has been instrumental in organizing the New Mexico network of teachers' centers. The purpose is to encourage and support teachers and districts interested in establishing teachers' centers. Some support money for this comes from the state department of education. Brochure about the network is available.

RURAL NEW MEXICO
TEACHER CENTER

University Address:
ROOM 2045
MESA VISTA HALL
UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

(505) 277-6350

BOX B
ZUNI, NEW MEXICO 87327

(505) 782-2572

DIRECTOR: Joanne Metzler, on-site coordinator

HOURS: Zuni: Monday through Thursday, 12-7; Friday, 12-5. Ramah/Pine Hill: Monday through Friday, after school and early evening. Flexible weekend and evening hours by appointment.

PROGRAM: The purposes of the center are to encourage and support personal and professional growth in an isolated, rural, culturally diverse area; also, to facilitate interaction and understanding between educators coming from outside the area and community members from Zuni and Navajo tribes.

There are three major components of the program. (1) To provide a professional resource library and materials development center. (2) To offer University of New Mexico graduate credit course work and workshops meeting professional needs and interests. This component also includes classroom assistance and advisement upon request. (3) To help teachers understand and appreciate Zuni and Navajo cultures and languages.

The vast majority of teachers in the service area are not members of the cultural groups being served (Zuni and Navajo Native Americans). Mini-grants are available to teachers for individual research and projects. Activities include after-school graduate credit courses on topics such as reading (necessary for New Mexico recertification), bilingual/bicultural curriculum development, early childhood education. Workshops include patterns of magic, communcations skills, Pueblo pottery making, archaeology, puppetry, classroom management.

EVALUATION: A small questionnaire is distributed at the end of each course and workshop. A formal evaluation plan is being developed for the center.

RESOURCES: Professional library including extensive periodical section. Materials development center with games and learning center ideas and samples. Laminating and reproduction equipment, photographic equipment and darkroom, and publishers' samples for curriculum evaluation. Science and math materials for classroom use. Lounge area.

STAFF: Project director based at the University of New Mexico; Joanne Metzler, full-time on site coordinator; full-time secretary.

SETTING: The Zuni site comprises six small rooms (library, office area, materials development room, curriculum evaluation room, laminating/workroom) in the west wing of a former hospital. The Pine Hill Site includes one large room, office area, and storage in an old library. The Zuni reservation is 160 miles west of Albuquerque on the western border of New Mexico (40 miles to nearest small town). The Pine Hill site is 45 miles southeast of Zuni.

PARTICIPATION: K-12 teachers from ten public, contract, and parochial schools covering a 90-mile area. Some use by aides (who are parents), administration, and community. Also serves Bureau of Indian Affairs schools in the area. No release time; all work done on volunteer time.

FEES AND CREDIT: No fees for workshops or center use. Graduate credit courses charge University of New Mexico fees. Recertification credit available.

AFFILIATION: University of New Mexico.

SUPPORT: The Zuni tribe and Ramah/Navajo Chapter provide facilities at minimal cost.

DECISION MAKING: Policy board comprised of representatives from each of the schools being served in the area, as well as vocational and special education, the University of New Mexico, school boards, and Zuni and Navajo tribes.

ORIGIN: Proposed by a group of teachers from the area, who in turn sought assistance from the University of New Mexico to develop the federal grant proposal, in order to assist in meeting the needs of staff in a culturally diverse area. Course work and workshops in the schools began in September 1978. Federal funding ended in September 1981, but the center continued to operate "on a wing and a prayer."

INFORMATION: Newsletters, fliers, slide-tape presentation. Included in New Mexico Teachers' Centers Network brochure.

TIORATI WORKSHOP FOR ENVIRONMENTAL LEARNING

TIORATI BROOK ROAD
HARRIMAN STATE PARK
BEAR MOUNTAIN, NEW YORK 10911

(914) 351-5354

Mailing Address:
c/o PALISADES INTERSTATE
PARK COMMISSION
BEAR MOUNTAIN, NEW YORK 10911

DIRECTOR: Bret Halverson

HOURS: Open all year by appointment only.

PROGRAM: The major activity of the Workshop is a staff development program tailored to the curriculum in each teacher's class, which supports integrative learning for children. The first step in the program is a three-credit course for teachers in environmental learning accredited by Bank Street College of Education and given at the center. During the year following completion of the course, teachers are involved in at least three major Tiorati experiences with their classes with support from Tiorati staff. Two of these experiences take place at the Workshop and one in the school to reinforce the importance of making such experiences an integral part of everyday classroom life. At a teacher's request the program can continue into subsequent years. Each of the three experiences includes: a pre-visit in the school three to four weeks before the experiences to lay the groundwork for the work with children; a planning session with each teacher and participating parents two weeks before each experience to plan specific activities for the children; and a post-visit in the school one week after each experience to assess the value for teachers and children, and to lay the foundation for continuity of the program in the schools.

The Workshop also provides technical assistance to schools. Under a grant from Reader's Digest, Tiorati Workshop offers a series of parent/child workshops on weekends in the spring. The program allows children to work on investigations they have pursued with their classes and helps parents take an active role in their children's inquiries. The Tiorati Workshop is also committed to establishing a network of teachers working in similar ways on learning through concrete activities and exploration of the world. The Tiorati Network, published several times a year, establishes a link among educators associated with the Workshop.

EVALUATION: Informal evaluation through meeting with teachers after experiences at the workshop.

RESOURCES: The building contains functional laboratories for learning by both teachers and children; workshop facilities for experiences in geography and social studies, science and mathematics, language, cooking, art, drama, and music.

STAFF: Bret Halverson, director; Don Cook, coordinator of urban programs; Judith Kesselman, coordinator of suburban programs; Dorothy Riker, part-time naturalist; two Bank Street College interns.

SETTING: The Tiorati Workshop is located in the midst of 50,000 acres of woodland in Harriman/Bear Mountain State Parks, approximately 35 miles north of New York City. The center, housed in a 2400 square-foot structure built in the 1930s of massive granite boulders is surrounded by lakes, fields, streams, and wooded mountainsides.

PARTICIPATION: The program was initially developed for teachers and students in grades 3-6, but has been expanded to include K-2 and in the future will include a program for 7-12 with special emphasis on the needs of small alternative public school teachers. Teachers from the Washingtonville and Croton School Districts and from Districts 3, 4, 5, and 10 in New York City are served. Administrators and parents are also actively involved.

FEES AND CREDIT: Fee for participation by teachers and their classes in the year-long program is $350 per class. This includes a five-day, three-credit training course for teachers, a minimum of three day-long "experiences" with teachers and students either at Tiorati or in the classroom, and two planning sessions and a follow-up session in the school so teachers can lead the day-long experiences.

AFFILIATION: Cooperative venture of the Palisades Interstate Park Commission and Bank Street College of Education.

SUPPORT: Support is provided by New York State Office of Parks, Recreation and Historic Preservation; Bank Street College; private foundations (Noyes Foundation and Heckscher Foundation); and fees from participating school districts.

DECISION MAKING: Tiorati Workshop is presently setting up an advisory board of participating teachers and administrators. Program and staffing decisions are made by staff in consultation with administrators of the Bank Street College Graduate School of Education and the Palisades Interstate Park Commission.

ORIGIN: The center was established under the directorship of Dr. Bettison Shapiro in 1975. It arose out of the Palisades Interstate Park's commitment to fostering environmental education programs for teachers, children, and the public and out of the involvement of Bank Street College in teacher training and educational research. Tiorati formally opened in June 1976.

INFORMATION: Newsletter; brochure.

WEST GENESEE/SYRACUSE
UNIVERSITY TEACHING CENTER

STONEHEDGE ELEMENTARY SCHOOL
CAMILLUS, NEW YORK 13031

(315) 487-4642

DIRECTOR: Gwen Yarger

HOURS: Monday through Friday, 8-4. Open informally during summer.

PROGRAM: Purposes of the center include:

(1) Implementation and ongoing evaluation of teacher preparation programs. Preservice students are aided and monitored by campus instructors and advisors, field-based university supervisors and teachers who have helped design the programs. (2) Working with school-based individuals to provide teacher-generated professional development, programs cooperatively designed and implemented with the university, a non-threatening location to practice new ideas with classroom students, and a support structure while testing new ideas. (3) Developing and conducting research studies to investigate the effectiveness of both preservice and inservice programs. The preservice program has developed as a result of a strong collaborative effort between the university and the West Genesee School District. Communication between the two groups has resulted in a four-year developmental field experience for university students. With several undergraduate classes being taught at the teaching centers, professors are no longer simply observers, but have become participants in the classroom. At the same time, teachers have become more active in professional development.

The inservice program for classroom teachers includes a variety of activities. Short-term workshops are used to provide immediate response to requests and to spark interest in development of ongoing training. Workshops have included such topics as "Publisher's Display," "Calligraphy," and "Dealing with Competency Testing." Training for 8-15 weeks has included such topics as "Signing," "Teaching Writing: the ILA Method," and "Discipline--a Matter for Instrucion."

Research has been conducted by teachers, individuals from the university, or as a combined project. Studies have been conducted related to the use of materials in the classroom, children's thinking as they learn to read, and effective styles of supervision.

EVALUATION: At the end of each semester the various programs are evaluated. In addition, the total services of the center are also evaluated.

RESOURCES: Professional library and curriculum materials are housed in the resource center, which also serves as a clearinghouse of teacher ideas. Laminating machine, cassette tape recorder, videotape equipment. The center has access to university equipment, ERIC searches, and university libraries.

STAFF: Gwen Yarger, coordinator; two graduate assistants, who assist primarily with the preservice program; and a full-time secretary.

SETTING: The center has offices in an elementary school and a classroom that is used for meetings, workshops, etc. The center works with five schools K-6, two 7-9, and one 10-12.

PARTICIPATION: Participants include preservice teachers, classroom teachers, special teachers, and administrators. Special programs have involved parents and community. Occasionally the center will support teachers' attendance at conferences that occur during the school day. Other programs have been developed in which a professor comes to the teacher's classroom to provide support and testing of training received outside the classroom.

FEES AND CREDIT: West Genesee teachers who work with Syracuse University preservice students "deposit" hours contributed into a voucher pool. These vouchers pay for any West Genesee teacher to enroll in center courses and receive university credit. The resource center, workshops, and other center activities are free. Syracuse preservice students receive undergraduate credit and pay regular university fees.

AFFILIATION AND SUPPORT: Syracuse University and West Genesee Public Schools.

DECISION MAKING: A directing council composed of representatives of school and university participants (more that 50% classroom teachers). Members include teachers and principals from the schools in the district most closely involved with the center; university faculty; dean or his delegate; two university students whose field placements are in the center; university head of the division of teacher education; school superintendent; and representatives of teachers' association.

ORIGIN: In 1973, West Genesee Public Schools and Syracuse University decided to pool several of their resources and tackle their common tasks together.

INFORMATION: Newsletter; annual report (available on request); statement of agreement between Syracuse University and West Genesee (available on request).

READING RESOURCE--STUDY SKILLS CENTER

CICERO HIGH SCHOOL
ROUTE #31
CICERO, NEW YORK 13039

(315) 699-2611, ext. 63

DIRECTOR: Gail Roemmelt

HOURS: Monday through Friday, 7:30-3:30.

PROGRAM: The Reading Resource-Study Skills Center is a place where high school teachers and students can drop in to work on improving their skills and developing new materials, curriculum, and learning alternatives. Center staff provide teachers with opportunities for individual consultation and team planning and teaching; offer ongoing mini-courses and workshops; and supply current information about teaching-learning strategies and possibilities and strategies for grant writing. Through independent study programs, center staff help students improve skills in such areas as test-taking, reading development, vocabulary power, speed reading, and speed writing. The center also offers tutoring programs for students in remedial reading, preparing term papers, and other areas.

The center is available to the entire school population as a materials resource and retrieval center. Ideas and teacher-made or commercially prepared materials are circulated in reponse to curriculum needs and individual interests.

EVALUATION: We use a very informal evaluation process, e.g., we keep materials utilization logs, teacher participation tallies, and do a lot of listening to what our colleagues say.

RESOURCES: Advisory: professional library-media center includes a classroom, video recording center for individuals or small groups, television studio and classroom, laminating machine. Center has access to all school resources, rooms, and equipment including microcomputers, an animal laboratory, greenhouse, kiln, woodshop, metal shop, two large-group instruction rooms.

STAFF: Gail Roemmelt, full-time advisor; part-time teacher aide and teaching assistant; part-time volunteer library-media staff including two specialists and a coordinator; three secretaries; several grade 10-12 student tutors.

SETTING: The center is a small, intimate room housed in Cicero High School library. Cicero is located approximately ten miles north of Syracuse on Highway 81.

PARTICIPATION: Cicero High School teachers and students participate on volunteer time. Parents and paraprofessional staff also use the center.

FEES AND CREDIT: None.

AFFILIATION AND SUPPORT: Cicero High School.

DECISION MAKING: Decisions are made by Devillo Sloan, district director of reading and language arts, K-12; Peter D. Scholl, Cicero High School principal; library-media-reading/resource advisory committee; Gail Roemmelt, advisor; and North Syracuse School District.

ORIGIN: The advisor position at Cicero High School was created in response to a schoolwide needs assessment. The advisor, district director of reading and language arts, Cicero High School principal and an associate principal delineated facilities and functions. The center opened in 1974.

GRASS ROOTS TEACHER/PARENT RESOURCE CENTER AND THE RURAL TEACHER CENTER CONSORTIUM

INSTITUTE FOR EXPERIMENTATION IN
TEACHER EDUCATION
STATE UNIVERSITY COLLEGE
CORTLAND, NEW YORK 13045

(607) 753-4705; 753-2705

DIRECTOR: Heidi Watts

HOURS: Monday through Thursday, 10-5; Friday, 10-3; first Saturday of every month, 9-1. Closed June through August.

PROGRAM: The aim of the Grass Roots Teacher/Parent Resource Center is to provide preservice experiences and educational ideas to undergraduate college students, and inservice experiences and educational ideas to teachers, administrators, college faculty, and parents.

The center provides workshops for students at the State University of Cortland and to K-12 educators throughout central New York. Workshops held after school and evenings are free, and are conducted by classroom teachers, college staff, and administrators. Workshops stress the exchange of ideas and sharing of professional concerns. A family workshop, held once a month, provides hands-on crafts or activities for teachers, parents, and children together. A support seminar for new teachers meets twice a month.

The center also serves as a drop-in center. College students and educators come to gather instructional ideas from displays made by the center staff, college staff, college students, or teachers from central New York. Educational displays change monthly. Recently the center has become a gathering place for international students as well.

EVALUATION: An evaluation worksheet is completed by participants after each workshop. In-school workshops are evaluated by the person who organizes the workshop (principal, teacher, etc.) in a letter to the director.

RESOURCES: Two large rooms with open space learning displays are available in the Grass Roots Teacher/Parent Resource Center for work, and a smaller room serves as a secondary teacher's center. An overhead projector, laminating machine, and opaque projector are available. Free working materials, such as scissors, glue, markers, and construction paper are available. Some idea books and a large collection of teacher made learning materials are available to browse through or borrow.

STAFF: Heidi Watts, full-time coordinator; college students from college work-study program.

SETTING: The Grass Roots Teacher/Parent Resource Center is located in a campus building that houses the Institute for Experimentation in Teacher Education and the education department. Cortland, a university town surrounded by rural villages and towns, is located in upstate New York, approximately 35 miles south of Syracuse.

PARTICIPATION: Center workshops are attended by K-12 teachers who participate on volunteer time and administrators from eight counties throughout central New York; by college staff, college students who primarily major in education, and preschool teachers. Informal visitations and use of the center, other than workshops, are by college students, elementary and secondary teachers.

FEES AND CREDIT: Usually no fees for workshops. Minimal fee for items purchased by center: magnetic tape, posterboard, and lamination. Some inservice credit. $1 fee per group for family workshops.

AFFILIATION AND SUPPORT: Institute for Experimentation in Teacher Education at the State University College at Cortland, New York.

DECISION MAKING: The coordinator is a member of the college faculty within the Institute for Experimentation in Teacher Education (I.E.T.E.) at SUC at Cortland, and the head of the Institute is the coordinator's direct supervisor. The coordinator also works cooperatively with the professional studies division of the college. The center also has an advisory council with representatives from I.E.T.E., the education department, classroom teachers from central New York, and the advisory council of the RTCC who meet to assist in center planning. The center cooperates with local BOCES in planning inservice programs.

ORIGIN: The Grass Roots Teacher/Parent Resource Center had its beginning in 1974 with Project Change, a federally funded project which functioned as a "Center for Educational Change and Early Childhood Teacher Education." Since 1975 the center has been fully supported by college resources. The Central New York Rural Teacher Center Consortium, composed of four rural school districts, and represented by both teachers and administrators on the policy board has been active for five years in planning teacher-centered inservice. The Consortium and the Grass Roots Center merged in 1981.

INFORMATION: Brochure and newsletters.

TEACHER CENTER OF ARDSLEY, GREENBURGH AND ELMSFORD

475 WEST HARTSDALE AVENUE
HARTSDALE, NEW YORK 10530

(914) 761-6000, ext. 232; 948-8037

DIRECTOR: Ann Spindel

HOURS: Monday through Friday, 8-4; Saturday for scheduled activities.

PROGRAM: The purpose of the center is to provide teacher training in language arts, social studies, science, and mathematics; to make research findings and current educational practices available; and to establish a human resource network on a local and regional level.

The center offers consultation services to teachers in their classrooms. Workshops and seminars include the Bay Area Writing Project, Weehawken Writing, social studies, mastery learning, stress reduction, models of teaching, science in the classroom, and using local resources to teach history. The center collaborates with institutions of higher education to offer courses and share resources. Most courses and workshops are offered through Greenburgh Institute for Teachers. Computer information services are available to district staff and students. Through networking activities with county and community agencies, teachers are constantly brought into contact with appropriate classroom resources, both human and material. The center also plans conferences and provides other support services as needed.

EVALUATION: Evaluation is both formal and informal. An outside evaluation company has assisted the center in formally assessing each component. Through the assistance of Magi Educational Services, forms have been developed that are sent to participants to provide feedback for future directions of the center.

RESOURCES: Computer information service puts teachers in touch with the latest developments in eductional research. It also provides many resources for classroom use. The center maintains a small library of materials and has access to a wide variety of materials located in the county. The center orders microfiche for teachers and loans microfiche readers. There is a reader-printer available for copying and a small laminating machine.

STAFF: Ann Spindel, coordinator; Shirley Archer, secretary; Jacqueline Ecker, research consultant--computer searches; Edith Winthrop, chairperson of Greenburgh Institute for Teachers, works closely with the center to plan courses and workshops; Sylvia Kaplan and Stephanie Benjamin, classroom consultants.

SETTING: The center is housed at the Warburg Mansion in the Greenburgh Central Seven School District. We have one large room in the building that also houses a nursery school, an optional school, and the administration. When workshops and seminars are held after school, four classrooms are available to the center. Warburg Mansion is located on 99 acres in Westchester County. The teacher center is now working with the New York State Environmental Conservation Department to develop the entire property as an education site for students and community.

PARTICIPATION: Teachers from nursery, elementary, and secondary schools participate, as well as teacher assistants, community members, and administrators. Participants come from Ardsley, Greenburgh, and Elmsford school districts. Many programs are open to school districts outside the consortium area. Three parochial schools participate. The center also works closely with the Board of Cooperative Educational Services to support their staff development programs. Some release time is available for teachers to attend all-day workshops and conferences.

FEES AND CREDIT: Most activities do not involve fees or credit. When courses are offered in collaboration with a university, teachers receive appropriate credit. Inservice and salary credits are given for workshops offered through the Greenburgh Institute for Teachers.

AFFILIATION: The center is a consortium of three small suburban school districts--Ardsley, Greenburgh, Elmsford--in Westchester County.

SUPPORT: Funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: There is a formal policy board made up of 17 members. Eleven members are classroom teachers. The staff makes programming decisions with the advice and consent of the policy board. The coordinator is directly responsible to the policy board. Other staff members are responsible to the coordinator.

ORIGIN: The center formally opened in October 1979. It grew out of needs that were not being met through the Greenburgh Institute for Teachers and the need to address staff development in a new and different format, one that would offer ongoing, personalized support service.

INFORMATION: Newsletter six times a year; fliers on special events.

THE BRANCH-NEW HARTFORD TEACHER CENTER

E.R. HUGHES SCHOOL
HIGBY ROAD
NEW HARTFORD, NEW YORK 13413

(315) 724-9861 (school);
797-2045 (home)

CONTACT: Ruth S. Baxter

HOURS: Monday through Friday, 9-5.

PROGRAM: "Our center is a work place for teachers. Some people puzzle over that. 'Isn't the teacher's job in the classroom instructing kids?' they ask. Yes, that's the visible part. But, like an iceberg, what you see is only part of the whole." The Branch provides the meeting place and resources for the "hidden" work that takes place outside the classroom: making instructional materials; reviewing new texts, periodicals, and professional literature; keeping up with new instructional methods and ideas; and sharing ideas and insights, materials, and plans with fellow professionals.

The center offers workshops, discussion groups, make-and-take sessions, curriculum group work, and drop-in time in a comfortable and inviting setting. Graduate courses in open education, developing curriculum, individual differences in the classroom, interpersonal communication, interpersonal influence, and higher levels of thinking skills are given in conjunction with Elmira College and State University of New York, College at Cortland.

RESOURCES: Professional library containing instructional idea books, texts, and workbooks; on-loan learning center in instructional materials collection. Apeco copy equipment, laminator, bank of slides and videotapes, typewriters, scrounge materials. Store where teachers can buy low-cost materials such as fluorescent papers and board, colored index cards, markers, containers.

STAFF: Volunteer staff. Teachers take turns running open hours and providing workshops.

SETTING: New Hartford is in the Mohawk Valley near Utica in upstate New York. The Branch occupies two large connecting rooms in a former school building that houses district administrative offices.

PARTICIPATION: Teachers from New Hartford Central School participate on volunteer time. Most programs are open to all interested teachers in the area.

FEES AND CREDIT:	Materials fees. Graduate credit through Elmira College and State University of New York, College at Cortland.
AFFILIATION:	New Hartford Central District.
SUPPORT:	Contributions and fund-raising activities run by teachers. District provides space.
DECISION MAKING:	Policy board consisting of New Hartford teachers, board of education members, assistant superintendent, representatives from Syracuse University, Utica College, New York State College of Technology, Oneida County BOCES.
ORIGIN:	With school district support the Branch began in 1973 as an offshoot of a graduate course in open education. The course was conceived, planned, and initiated by New Hartford teachers in cooperation with Sue Dalziel, staff member of Project Change at SUNY College at Cortland.

BOARD OF JEWISH EDUCATION TEACHERS' CENTERS

SUFFOLK: 145 PIDGEON HILL ROAD
HUNTINGTON STATION, NEW YORK 11746
(516) 549-2626

SEAFORD: 3833 JERUSALEM AVENUE
SEAFORD, LONG ISLAND, NEW YORK 11783
(516) 785-5510

WESTCHESTER: HEBREW INSTITUTE OF
WHITE PLAINS
20 GREENRIDGE AVENUE
WHITE PLAINS, NEW YORK 10605
(914) 682-0585

MANHATTAN: 426 WEST 58th STREET
NEW YORK, NEW YORK 10019

(212) 245-8200

DIRECTOR: Shoshana Glatzer

HOURS:
Manhattan: Monday and Wednesday, 10-5; Friday, 10-2:30.
Seaford, Long Island: Monday, Tuesday, Thursday, 9:30-3:30.
Westchester: Monday, Wednesday, Thursday, 10-3.
Suffolk: Monday through Thursday, 10-2:30.

PROGRAM: The centers conduct workshops in content and methodology, arts in the classroom, and also offer courses for university credit. Informal meetings are held with teachers to exchange ideas and to brainstorm. Individuals can drop in for help in lesson planning, developing classroom projects, and creating classroom materials.

Staff develop curriculum materials in all subjects such as a multimedia approach to learning and teaching prayer, "Journey through Israel through the Generations," and units in Hebrew language.

As part of an outreach program, staff visit schools and classrooms to observe, provide guidance, and conduct workshops. Staff also meet with youth leaders to plan special activities, such as weekend retreats and seminars.

EVALUATION: Specific workshops, courses, and various programs are individually evaluated by participants. The staff uses these evaluations for planning future programs.

RESOURCES: Professional library, raw materials, laminating machine, xerox machine, resource materials in all Jewish curriculum areas, audiovisual software and hardware.

STAFF: Shoshana Glatzer, director; Miriam Shapiro, coordinator, Westchester; Sonya Schlosser, family education and community liaison, Seaford; Rabbi Cohenson, pedagogic specialist, Suffolk; Teachers' Center aides: Minna Heilperin, Betty Ross, Rochelle Zupnick, Susan Shulman.

SETTING: The Manhattan center, located in the Board of Jewish Education Building, has a large professional library, one large room and a media center. Housed in its own large building, the center on Long Island includes a large resource and work room, a media center, conference room, and auditorium. It is located in the suburb of Seaford. The Suffolk center is located on the campus of Adelphi University. The Westchester center, also in a suburb, occupies two rooms in a Jewish center.

PARTICIPATION: Teachers from Hebrew elementary day and afternoon schools, once-a-week religious schools, Hebrew high schools; youth leaders from Jewish youth movements; principals of Hebrew schools; and parents from greater metropolitan New York and New Jersey.

FEES AND CREDIT: Use of the centers is free. Charge for materials. Inservice credit available.

AFFILIATION: United Jewish Appeal.

SUPPORT: Board of Jewish Education in Greater New York. Support is also provided through a special grant from the United Jewish Appeal-Federation. The American Association for Jewish Education provides a grant for one part-time staff member.

DECISION MAKING: The Seaford, Long Island, center has a teacher advisory board. Decisions are made by a consensus of the director, coordinator, staff, and advisory board. The director hires and supervises staff.

ORIGIN: The Long Island center, first of the three, began operating in 1977 as an outgrowth of an inservice course. It grew from the need for teachers to share and exchange ideas, as well as a need to grow and improve as classroom teachers. Interest in the project in various communities made it necessary to expand to four centers.

INFORMATION: Fliers; calendar including all four centers.

G.A.M.E. (GROWTH THROUGH ART AND MUSEUM EXPERIENCE)

MANHATTAN LABORATORY MUSEUM
CENTER FOR ART EDUCATION
314 WEST 54th STREET
NEW YORK, NEW YORK 10019

(212) 765-5904

DIRECTOR: Bette Korman

HOURS: Monday through Saturday, 10-5.

PROGRAM: G.A.M.E. and the Manhattan Laboratory Museum provide a unique and varied curriculum-through-the-arts program for children of elementary and junior high school age and for their teachers. Special courses, workshops for teachers, and programs for the general public are offered. The floors of the Manhattan Laboratory Museum are filled with exhibits in which everyone can explore nature, science, and art.

The Center for Art Education, a program for the children of School District 3, involves teachers and students from five schools in 12-week sessions that expand existing classroom curriculum through filmmaking, drama, printmaking, clay, and so forth. We provide teacher training in these areas through workshops and classroom visits by our staff. The program in the museum exhibition area consists of three consecutive class visits or one-time visits. Focus is on one exhibit area, with floor demonstrations and participation by children. Pre- and post-training workshops are given for teachers, along with training in use of pre- and post-visit materials. Children from New York City, Westchester, Long Island, and New Jersey attend the classes. Special events include monthly "festivals" centered around new exhibit openings for the public. The Fibre Center offers courses in tapestry, weaving, and fabric dyeing techniques for the public. A Basic Skills grant has enabled us to extend these activities in support of language arts development and set up five in-school Basic Skills Learning Centers to work with children with special learning needs.

RESOURCES: Center for Art Education: darkroom, filmmaking, videotape equipment; woodworking equipment, clay-working facilities with a kiln, planting area and greenhouse, printing and manual press, textile equipment for weaving, spinning, carding, and batik. In the main floor and 2nd floor museum areas there are a casting workshop, a living model of Central Park's fishpond, a New York State woodland vivarium, an East Coast Stegosaurus-in-progress, and a fossil wall. Participatory exhibits center around the themes of perception, culture, nature, and art.

STAFF: Bette Korman, founder/executive director; Carol Tolan, associate director; Doreen D'Amico, director of Center for Art Education;

John Howe, director of Museum Education; business manager; public affairs director; two artists-in-residence; college interns; Public Work Project people; CETA artists and teachers, museum instructors, and clerical help. Division of Youth, Title IX Senior Citizens, Youth Employment Training Program, and a large volunteer group give us maintenance people, artists, seamstresses, teachers, and clerical help.

SETTING: Six-story building on West 54th Street between 8th and 9th Avenues in midtown Manhattan. We share this building, formerly a county courthouse, with a theater group. Woodworking shops and several classrooms are in the basement; museum exhibition area, museum store, and administrative office are on the first floor. More exhibits are on the second floor. Our Center for Art Education and the artist-in-residence's studio are on the sixth floor, along with the teachers' lounge and library.

PARTICIPATION: Elementary and junior high students and teachers attend during school time and after school. Program for the general public.

FEES AND CREDIT: Admission to the museum is by contribution. Museum classes are $15 per class. Students from alternative programs such as "City as School" receive credit for working in the museum and art center.

AFFILIATION: Independent.

SUPPORT: School District 3; National Endowment for the Arts; the Helena Rubenstein Foundation; the Edward John Noble Foundation; the New York Community Trust Fund; the Rockefeller Brothers Fund; MONY; Citibank; NYC Human Resources Administration; Museums Collaborative; Fund for the City of New York; the Emergency School Aid Act of the US; Central Savings Bank; Bankers Trust; individual memberships.

DECISION MAKING: Major responsibility lies with the director, Bette Korman. A core staff advisory board meets weekly to set policy and brainstorm new ideas. A board of directors, consisting of the principals of the five schools in School District 3, and a board of advisors, consisting of public figures, are consulted on planning and future projects and have input in the decision-making practices of the organization.

ORIGIN: Bette Korman, an artist and public school teacher for six years, initiated a program in 1972 concerning the uses of art, media, and film in the schools. Aid was provided through grants and in 1973, Korman began a community resource center based on the earlier program. This grew into G.A.M.E. and expanded into the Manhattan Laboratory Museum.

INFORMATION: Art and the Integrated Day (twice a year); monthly newsletter; pamphlets; booklets.

THE LEARNING CENTER
FORDHAM/DISTRICT 3

113 WEST 60th STREET
ROOM 1025
NEW YORK, NEW YORK 10023

(212) 841-5518; 678-2792

DIRECTOR: Elaine J. Schwartz

HOURS: Monday through Friday, 9-5.

PROGRAM: The Learning Center was the result of experiences and discussions between Fordham University personnel and the educational community of Community School District 3. Questions raised included: how to provide a medium for helping less experienced teachers become more effective in their work; how to act as a catalyst for breaking down the isolation of the individual teacher and involve teachers in cooperative and mutually supportive dialogue; how can experienced teachers develop new competencies; how can parents and the community continue to be an active part of the learning experiences of their children. As a result, the center operates as an innovative educational venture designed to broaden the skills of preservice and in-service teachers and other adults who work with urban children.

Teachers, parents, and community members are welcome to attend the center and use the services of the staff. After-school workshops at the center and lunchtime workshops at school sites are offered on topics such as "Helping Your Children with Homework," and "Strategies in Classroom Management." Apprentice teachers use the center one day a week to learn pragmatic skills to accompany their theory classes.

On request, staff go into classrooms to observe, help, and advise. During monthly visits to schools, staff also conduct informal needs assessments.

Using special outreach programs with community groups, the center has developed curricular projects that can be used by others, such as one using an Associated Press wire to teach reading and journalism skills; a program in children's theater production, which has been videotaped; four different units entitled "Manhattan in Miniature," using a schoolroom-size floor map of Manhattan. Videotapes of groups are made for microteaching.

EVALUATION: Formal critiques of center workshops.

RESOURCES: Professional library, raw materials, laminating machine, rexograph, typewriter, xerox, videotape equipment, resource materials in all curriculum areas.

STAFF: Elaine J. Schwartz, director; Elizabeth Levi, administrative assistant; Howard Berger, Kathleen Barry, Audrey Feuerstein, trainers; Nancy Edelstein, art consultant; Dorothy Day, community worker.

SETTING: The Learning Center is centrally located on the West Side of Manhattan. The office is at Fordham University at Lincoln Center, and resource rooms used by most participants are in two public schools, PS 163 on West 97th Street and PS 208 on West 111th Street.

PARTICIPATION: Teachers from Community School District 3, which includes 23 elementary and junior high schools, participate mostly on volunteer time. Day-care centers from around the city release teachers for special workshops at the center. Preservice teachers from Fordham and other universities attend sessions at the center, as do parents, community, paraprofessionals, administrators, and university personnel.

FEES AND CREDIT: Minimal charges for special curriculum, laminating, and so forth. Courses offered for New York City inservice credit are free. Fees for Fordham University courses charged on per credit basis.

AFFILIATION: Jointly operated by Fordham University's School of Education and Community School District 3, Manhattan.

SUPPORT: Salaries are provided by Board of Education of the City of New York, Fordham University, government grants, and private funding. District 3 provides three school rooms in two schools and Fordham University supplies an office, telephone, mimeo services. Grants are used to purchase materials.

DECISION MAKING: Staff makes decisions on advice of liaison board made up of one teacher from each of 23 schools served by the center. Staff is hired through an interview process by Fordham University and district personnel; selection is based on established set of criteria.

ORIGIN: The Learning Center grew out of a Teacher Corps Training of Teacher Trainers (TTT) program sponsored by Fordham, Community School District 3, and the community. When this project ended, the Learning Center was formed to carry on the mutual support structure that had developed. Elaine Schwartz, a former teahcer who had been head of the District 3 school board, was hired as director and the center opened in spring 1973.

INFORMATION: Calendar, newsletter, videotape on what the Learning Center does.

NEW YORK CITY
TEACHER CENTERS CONSORTIUM

260 PARK AVENUE SOUTH
NEW YORK, NEW YORK 10010

(212) 475-3737

DIRECTOR: Myrna Cooper

HOURS: Monday through Friday, 9-5; Saturday as announced.

PROGRAM: The after-school program offers workshops and courses based on the needs of teachers. Topics include developing matrerials for learning centers, conversational Spanish, using the newspaper as a teaching tool, classroom management, reading courses, and bulletin boards in the upper grades. The workshops are held at teacher center sites across the city and are led by skilled classroom teachers, university specialists, consultants, or invitees with specific skills.

The individualized professional development program has two major functions. It is designed to provide on-site, one-to-one assistance to teachers who want to develop and try out new instructional or classroom management strategies or curriculum. The program is also designed to permit the systematic study of professional development processes and results, in an effort to identify the most effective methods for helping teachers meet specific needs of school children. This program is provided by nine teachers called teaching specialists, each based in a school. They work alongside teachers in their classrooms, at the teachers' request. In addition, the consortium has received two grants for providing staff development to regular classroom teachers who are mainstreaming handicapped students.

EVLUATION: The evaluation design is composed of two parts: (1) the data collection/evaluation plan to be accomplished by project staff; and (2) an external audit of those procedures by persons not connected with the project. The goals are to assess the effects of the different training programs on how teachers teach, and to measure and evaluate the impact of the programs on teachers who do not participate directly. Workshops are evaluated by questionnaires filled out by participants.

RESOURCES: The clearinghouse and resource center component puts teachers in touch with professional development resources, programs, and materials available through the New York City Board of Education, colleges and universities, the United Federation of Teachers, and business, industrial, and cultural institutions. A resource bank of instructional ideas, methodologies, and strategies provides a mechanism for teachers to share professional know-how. In the nine schools where teaching specialists work, they design the teacher center site and furnish curriculum resources.

STAFF: Myrna Cooper, director; Miriam Smith and Luz Torres, coordinators. Teacher specialists: Anita Friedman Cimino, PS 398 K, Brooklyn; Carole Nussbaum, PS 14 Q, Corona; Anne Sabatini, PS 179 K, Brooklyn; Vera Stasny, PS 261 X, Bronx; Elliot Weitz, PS 36 M, New York; Pearl Wolf, PS 16 R, Staten Island; Stewart Lyons, Robert Wagner Junior High School, New York; Barbara Scaros, Springfield Gardens High School, Springfield Gardens; Clare Cohen, PS 222 K, Brooklyn.

SETTING: The main office is located in the UFT building on Park Avenue South, New York City. The clearinghouse is located at the board of education headquarters in Brooklyn. There is a teacher center site in each of nine schools in the five boroughs of New York City.

PARTICIPATION: Participants are elementary, junior high, and high school teachers throughout New York City, as well as teachers from non-public schools, parents, secretaries, and paraprofessionals. Release time occurs informally by special arrangement, in cooperation with administration.

FEES AND CREDIT: All workshops are free. Courses are both credit and non-credit. Where special materials are required, they are provided at cost to participants.

AFFILIATION: A consortium, affiliated with the United Federation of Teachers, New York City Board of Education, and institutions of higher education.

SUPPORT: New York City Board of Education; districts where centers are located; State Education Department; Carnegie Corporation; and in-kind support from the UFT. Services are provided by local site committees and retired teachers.

DECISION MAKING: The director hires and supervises staff with policy board approval. The 32-member board represents the spectrum of the educational community in New York. Each site established advisory committees.

ORIGIN: The UFT has had an active Teacher Center Planning and Development Committee since 1971. The committee sought funding and established a limited teacher center program. As an outgrowth of the legislation authorizing federal funds for teacher centers, representatives from UFT, New York City Board of Education, and higher education formed a planning committee to develop a teacher center. The New York City Teacher Centers Consortium started in 1978 as the result of a federal grant. When federal funding ended in 1981, the Board of Education agreed to continue the center with additional funding from the State Education Department and the Carnegie Corporation.

INFORMATION: Teacher Centers Progress Report, fliers, calendars, lesson plans.

THE TEACHER CENTER AT HUNTER COLLEGE

ROOM 518, HUNTER COLLEGE
695 PARK AVENUE
NEW YORK, NEW YORK 10021

(212) 570-5433

DIRECTOR: Audrey Feuerstein

HOURS: Wednesday, 12-6. Closed July and August.

PROGRAM: The center sponsors after-school and evening workshops on Wednesdays, on topics such as ethnic studies, collaborative art, non-sexist curriculum, psychology of reading, learning difficulties, and make-and-take. Daytime workshops on subject-oriented topics are offered for Hunter student teachers. Assistance and consultation are available on a drop-in basis.

Hunter college faculty conduct workshops (for example, sessions on making musical instruments with junk materials, taught by a music professor). Such courses are attractive to the Hunter professors as well as to students, becuase they allow both to break out of the traditional academic course format.

"In New York City's . . . financial crisis, with budgetary and manpower cutbacks, a special focus has been placed on classroom management problems. The teacher center at Hunter provides a unique opportunity for professional interchange and for teachers to gain support . . . for their new classroom challenges."

EVALUATION: Evaluation of graduate credit courses and all-day conferences happens at the end of the sessions.

RESOURCES: Display of teacher-made materials and other curriculum resources, professional library.

STAFF: Audrey Feuerstein, part-time director; part-time secretarial assistance.

SETTING: The center occupies a suite at Hunter College (Park Avenue and 69th Street) on Manhattan's East Side, close to the Lexington Avenue subway station at 68th Street.

PARTICIPATION: Teachers' attendance is mostly on volunteer time, with some release time. Hunter College students or alumni, parents, paraprofessionals, and day-care center staff participate in center activities.

FEES AND CREDIT: Free if not taken for credit. Hunter College graduate credit and New York City Board of Education inservice credit are available if workshops are taken in a series for a whole semester.

AFFILIATION: Hunter College; Districts 2 and 4 of the New York City Public Schools, where Hunter student teachers intern.

SUPPORT: Department of curriculum and Teaching, Hunter College. Extensive volunteer teaching of workshops by Hunter College faculty.

DECISION MAKING: Advisory board made up of Hunter College faculty and school teachers.

ORIGIN: The center was initiated in 1975 by Audrey Feuerstein, within the Department of Curriculum and Teaching, Hunter College.

INFORMATION: Calendar, brochure.

THE TEACHER CENTER FOR TEACHERS OF THE GIFTED AND TALENTED

HUNTER COLLEGE CAMPUS SCHOOLS
ROOM 216
94th STREET AND PARK AVENUE
NEW YORK, NEW YORK 10028

(212) 860-1291 (Tuesday only);
570-5433 (messages any day)

DIRECTOR: Stanley Seidman, Principal of Hunter Elementary School for the Gifted; Audrey Feuerstein, contact person

HOURS: Tuesday, 3-6. Closed July and August.

PROGRAM: "The aim of the center is to give teachers the opportunity to share their ideas about working with gifted and talented children. It enables teachers to develop curriculum that will stimulate and enrich very bright youngsters. It is our hope that all teachers will feel welcome whether they have one gifted child in their class or they are totally involved in a gifted program."

A series of Tuesday after-school workshops includes theoretical discussions of how gifted children learn, workshops such as coordinate geometry and aesthetics and the gifted child. On workshop days the center opens early for coffee and browsing.

EVALUATION: Evaluation of graduate credit courses and all-day conferences happens at the end of the sessions.

RESOURCES: Professional library and periodicals about educating the gifted; units of study designed for gifted children.

STAFF: Part-time coordinator, Audrey Feuerstein; part-time secretary. Consultants from Hunter, Fordham, Columbia, and staff of gifted programs.

SETTING: Large room for workshops at Hunter Campus School for the Gifted; office with materials and books on display. The Hunter Campus Schools are on Manhattan's upper East Side.

PARTICIPATION: Teachers (nursery school through high school) of Hunter Campus Schools, New York City Public Schools, and independent schools participate on volunteer time. Teachers from New Jersey, Long Island, and Connecticut attend because they want to talk with other teachers working with the gifted.

FEES AND CREDIT: Free for non-credit; fee if taken for graduate credit. In-service credit through Board of Education of New York City.

AFFILIATION: Consortium: Hunter College, Hunter Campus Schools, Fordham University, Columbia Teachers College, Board of Education of New York City, School Districts 2, 3 and 4, Dalton School, State Department of Education representative in New York City.

SUPPORT: Hunter College, the Astor Foundation, and the Noble Foundation.

DECISION MAKING: Members of the consortium as listed above.

ORIGIN: An offshoot of Hunter College Teacher Center. In 1977, when the Hunter Elementary School for the Gifted moved in with Hunter High School for the Gifted, it seemed to be a natural setting for a teacher center. With support from the dean of Hunter School of Education, the chairman of the Department of Curriculum and Instruction, and the director of the Hunter Campus Schools, the center was set up by Audrey Feuerstein.

INFORMATION: Newsletter, calendar, and brochure.

THE TOUCHSTONE CENTER

141 EAST 88th STREET
NEW YORK, NEW YORK 10028

(212) 831-7717

Studio:
PS 9
100 WEST 84th STREET
NEW YORK, NEW YORK 10024

DIRECTOR: Richard Lewis

HOURS: Tuesday and Wednesday, 9-3; other days by appointment only.

PROGRAM: The Touchstone Center is primarily concerned with making meaningful links to teachers, children, and a variety of institutional settings through the arts. Its work in schools emphasizes the collaborative possibilities when artists and teachers work together in order to create sustained curriculums that encompass and make pivotal the artistic and imaginative capacities of individuals of all ages. The center sees itself as a resource, training ground, and catalyst for such collaborations and has most recently been engaged in developing long-term curriculums with teachers that are based on specific themes and images that bridge and integrate a number of disciplines. Workshops and seminars are geared to providing support, materials, and experience in facilitating and unfolding a thematic curriculum as well as giving teachers the opportunity to examine and practice their own imaginative and expressive capacities.

Scheduled workshops are held in the daytime on Wednesdays, after school, and vary from year-to-year. Various workshops suggested by teachers and administrators are held at times convenient to all involved.

EVALUATION: The center has received grants from the Exxon Education Foundation and the Noble Foundation to conduct the "Touchstone Study," which will document and evaluate the project.

RESOURCES: Arts materials of all kinds; bibliographies of books relating to the arts and learning examples of children's and teachers' creative work in the arts; articles, reports, and videotapes related to the development of thematic curriculum in the arts; specific resources used in various curriculums created through the center.

STAFF: Richard Lewis, full-time director, responsible for overall program of the center; part-time administrative assistant; resource artist-teachers work with teachers and conduct workshops and seminars.

SETTING: Two classrooms on third floor of Public School 9 located in Manhattan's upper West Side. These rooms are set up as working studios where teachers are free to explore projects on a long-term basis, collaborating with artist-teachers and consultants of the center.

PARTICIPATION: Day-care, elementary, junior-high teachers, and college students (graduate and undergraduate) participate most frequently, supplemented by parents, administrators, college and university faculty, and persons from many diverse professions. Teachers participate mostly on volunteer time.

FEES AND CREDIT: Workshop fees vary according to length of workshop and function. Inservice credits arranged through New York City Board of Education.

AFFILIATION: Independent.

SUPPORT: Major support for the center comes from foundations, ESEA Title I, workshop fees, and sale of publications. Foundations that have supported the center are: New York State Council on the Arts, Edward J. Noble Foundation, Rockefeller Foundation, Exxon Foundation, New York Foundation.

DECISION MAKING: Directors in association with staff, teachers, and community members.

ORIGIN: The center began in 1969 with a variety of projects in the arts for children. The center's work with teachers began in 1972 with a grant from the Edward J. Noble Foundation to establish ways of working with teachers in regard to the arts and imaginative thinking.

INFORMATION: Brochure; fall and spring announcements of activities; videotapes of projects undertaken by the center; large selection of slides and photographs of art work by children and teachers; publications brochure.

WORKSHOP CENTER FOR OPEN EDUCATION AND ADVISORY SERVICE TO OPEN CORRIDORS

CITY COLLEGE SCHOOL OF EDUCATION
ROOM 6, SHEPARD HALL
CONVENT AVENUE AND 140th STREET
NEW YORK, NEW YORK 10031

(212) 690-4162

DIRECTOR: Lillian Weber

HOURS: Monday through Thursday, 9-6. City College classes use the center 9-4 and 6-8. Closed in summer except for Institute and by arrangement.

PROGRAM: The center serves those who seek to support the child's active-learning process and to improve learning environments for children. Its purpose is to support teachers' decision making and intelligent, adaptive response to what has been observed of children's active-learning process and use of the environment. The center's aim is that participants become active agents in their own professional growth, themselves choosing the direction and focus as well as the length and breadth of their use of the Workshop Center. The center is a place in which to browse, to try something new or rethink something not so new, to share ideas and practice in a relaxed and supportive setting. Workshops, discussions, seminars, and special events are offered by staff, City College faculty, community persons, and experienced teachers after school and some Saturday mornings. Activities focus on language, math, music, art, movement, science, and social studies.

The Workshop Center's resources are also available for independently determined use by City College classes. These resources similarly are available for parents and community members. The center's resources support participants or classes to explore and further develop curriculum understanding. Consultation is offered at the center to individual teachers or other participants on request. Short-term advisory consultation in schools can also be arranged.

EVALUATION: A continuous assessment process, leading to modifications, is part of the formal and informal evaluation process. Research projects more specifically documenting growth are described in workshop center publications.

RESOURCES: Center resources include woodshop; darkrooms; kiln; kitchen; natural materials such as animals, water, sand; other science, math, art, and music supplies; a reference library on child development, learning theory, and all areas of curriculum; a library of books by and for children.

STAFF: Director, Lillian Weber; one full-time staff member, Henny Wong; City College faculty members, James Neujahr (science), Ann Peskin and Kristina Loeb-Lundberg (math), Bessie Watkins-Mincy (reading), Evangeline Richardson (movement), Ruth Grossman (social studies), Ophelia Garcia (bilingual education), assigned part time; one part-time staff, Wilma Heckler.

SETTING: The center is located in former science classrooms in the basement of Shepard Hall on the campus of City College of New York. It is near the IND subway at 145th Street, and the IRT subway at 137th Street.

PARTICIPATION: Public elementary and junior high school teachers, parochial, preschool, and day-care teachers use the center on volunteer time. Parents, principals, City College students and faculty, members of the community, and children with adults also participate.

FEES AND CREDIT: Free for individual use (nominal materials fees). Credit arrangements are possible and the annual Summer Institute offers six graduate credits through City College of New York.

AFFILIATION: City College of New York.

SUPPORT: City College of New York and the Noyes Foundation. Some volunteer services.

DECISION MAKING: Decision making is the responsibility of the director and the policy board, which includes representatives of seven local school districts--Districts 2, 3, 4, 5, and 6 (Manhattan), District 9 (Bronx), and District 17 (Brooklyn), City College, parents and others.

ORIGIN: Lillian Weber and parents initiated the Open Corridor program in 1968-69; the Advisory Service to Open Corridors began in 1970. The Workshop Center opened in October 1972 as a meeting and work place, and a source of curriculum enrichment for teachers. Its purpose was to serve teachers not only in Open Corridor schools, but throughout the city. It also continued advisory services. The Advisory Service worked toward growth in teachers' independent decision making, which is now evident in the schools with which the Advisory worked. Short-term advisory help is still offered. Support came from the federal government (Title III and National Institute of Education), from private foundations (Ford, Rockefeller Brothers, Noyes, and several others). From the beginning, both Advisory Service and Workshop Center were part of City College.

INFORMATION: Calendar and publications list available on request. Video, slides, and tapes have been used to document the center but are available for use only at the center.

PITTSFORD TEACHER CENTER

THORNELL ROAD SCHOOL
THORNELL ROAD
PITTSFORD, NEW YORK 14534

(716) 381-9940, ext. 291 (Center)
381-0092 (Continuing Education)

DIRECTOR: Wanda L. Ward

HOURS: Monday through Friday, 8-4:30; Saturday by appointment. Open all year.

PROGRAM: The center's program is expected to improve instruction/teaching performance. The curriculum must accomplish the needs of the district as well as the needs of the teacher. Motivation comes about by establishing a climate conducive to growth. The teacher center can provide the opportunities, and the administration and community support that concept.

The center offers films, mini-workshops, full credit workshops, and graduate courses on topics such as classroom management techniques, newspapers in the classroom, and the psychology of human motivation. The teacher center works with the district subject area coordinators in providing demonstration classrooms for teachers to visit. The Pittsford Continuing Education program is now administered through the center.

EVALUATION: A three-pronged evaluation process is used. It includes a questionnaire completed by participants after each workshop; a follow-up questionnaire sent to the same participants one month after the workshop to ascertain whether or not, and how, teacher gains have carried over into the classroom; and an interview of a random sampling of all Pittsford Central School District staff.

RESOURCES: Files of teacher and community resources (human and material); recycling center; professional library; environmental resource file (parks, museums). The center has access to the Pittsford Media Center, which is next door, and to local college resources. Room for meetings, workshops, and displays; small conference areas.

STAFF: Wanda L. Ward, full-time director; Mary Jane Wheeler, full-time materials specialist; Mary Jane Schwind, full-time Teacher Center secretary; volunteer core of parents, who aid teachers in making materials for their classroom; Virginia Frank, Continuing Education secretary during school year.

SETTING: Three rooms located off the large parking lot and across the hall from the district media center in Thornell Road School. Pittsford is a southeast suburb of Rochester.

PARTICIPATION: The majority of participants are elementary teachers from Pittsford Central School District, but the involvement of secondary teachers continues to grow. Nearly all participation is on teachers' own time. Administrators participate in workshops and volunteer to teach them. Participants also include teachers from two private schools, college professors and students, parents, and educators from outside the Pittsford District. Through the cooperation of the district curriculum office, three release-time workshops were held during 1978-79. Five to seven teachers participated from each of the nine schools, and the district provided substitutes for the classroom teachers. The same cooperative efforts will continue.

FEES AND CREDIT: No fees. Inservice credit is given for workshops and inservice that are academically related. An inservice unit of credit consists of 15 hours of work. A mini-workshop will offer the number of hours put into that workshop toward the unit of credit. Film offerings carry credit when they are followed by a planned discussion or panel. Registration of a minimum of ten people is required to conduct a workshop. Teacher instructors are paid by the hour. Inservice credit for out-of-district workshop/conference participation is approved through agreement between the teacher center and the curriculum office. Six accrued units of work give an increment in salary.

AFFILIATION AND SUPPORT: Pittsford Central School District.

DECISION MAKING: The policy board is representative of the interests of the total educational community. Each building staff, the board of education, private schools, and parents have a direct line to the board. A steering committee made up of policy board members discusses how best to meet the needs of participants and makes recommendations to the center director, who coordinates educational opportunities with the district curriculum office. Committees were established in the second year of operation to advise the director in program, budget, and secondary teacher involvement.

ORIGIN: On December 13, 1977, a group of 25 teachers and administrators met to make plans for a teacher center for the Pittsford Central School District. The meeting lasted the entire day with small-group discussions about various components of a center. Models for a teacher center were developed within the small groups. A proposal writing team was selected, but it was decided that the center would begin operating in 1978-79 whether or not the district received a federal grant. The policy board was selected in May, and the center formally opened July 1, 1978 with district funds.

INFORMATION: Semester calendar; monthly calendar; teacher-to-teacher sharing newsletter; literary journal; slide presentation.

Described in Focus: AFT-NYSUT Teacher Centers.

NASSAU COUNTY
REGIONAL TEACHER CENTER

111 CANTIAGUE ROCK ROAD
WESTBURY, NEW YORK 11590

(516) 931-8121

DIRECTOR: S. Mark Rosenbaum

HOURS: Monday through Thursday, 9-6; Friday, 9-4:30. Summer hours: Monday through Friday, 9-4:30.

PROGRAM: The program consists of inservice and professional growth activities for teachers, including short- and long-term workshops, formal inservice courses, university graduate courses, workshops conducted in schools or classrooms, and presentations at conferences and Superintendents' Conference Days. The center also provides incentive awards for classroom teachers, in amounts of up to $250, to encourage the development of innovative classroom projects. Our program also includes services to other members of the educational community, such as Parents As Reading Facilitators. We present activities intended for joint participation by teachers and administrators. For example, the TAFI workshop (Teacher Appraisal for Improvement) is given to a team of two teachers and one administrator from a school building. Our Staff Development Specialist spends at least one day each week working with teachers and students in their own classrooms, demonstrating new strategies, helping to implement ideas, and giving support and assistance to teachers. The center also offers a Computerized Information Service for educators that provides the latest resources and research. The entire ERIC collection is housed in our center to support this service.

We have satellite centers in four school districts, which extend our services to the four quadrants of the county.

EVALUATION: All workshops at the regional or satellite centers and in the schools for parents, teachers, and students are evaluated. Evaluation forms are also used for Computerized Information Service.

RESOURCES: Regional Center: general education books; audiovisual games, kits, films, filmstrips; periodical collection; standardized tests; books on occupational education and bilingual education; curriculum guides developed by teacher-administrator teams from Nassau County school districts. The facility includes a conference room, several conference tables, a complete Instructional Materials Development Center, extensive AV equipment, and much more.

The satellite centers each have at least one room for exclusive teacher center use. Materials are provided on loan from the regional center or, when appropriate, purchased for the satellite.

STAFF: S. Mark Rosenbaum, director; Ann V. Peluso, staff development specialist; Barbara Berkowitz, research assistant; Erica Fernbach, coordinator, Port Washington Satellite Teacher Center; Carole Geraci, coordinator, Oceanside Satellite Teacher Center; Mort Rosen, coordinator, Jericho Satellite Teacher Center; Suzanne Weinstein, coordinator, North Bellmore Satellite Teacher Center; Helen Jakubec, secretary.

SETTING: Regional Center: 15,000 square feet in the Nassau Educational Resource Center (NERC), a facility operated by the BOCES of Nassau County. Satellite Centers: One or two rooms in a school district building, with use of other school facilities and resources as needed. Nassau County is on Long Island; Westbury is approximately 45 miles from New York City.

PARTICIPATION: Public and non-public classroom teachers, pre-school-12, from Nassau County are the primary users. Parents, administrators, and students also participate. The center will pay for substitutes to release teachers to attend center activities.

FEES AND CREDIT: No fees for programs or activities, except for the cost of materials. When we offer a course for graduate credit, some reduction in the normal university tuition cost is included, and payment is made directly to the university.

AFFILIATION: Our project is offered under the auspices of our LEA, the Board of Cooperative Educational Services of Nassau County, an intermediate service agency, and in cooperation with the staff and administration of our four satellite center school districts, Jericho, North Bellmore, Oceanside, and Port Washington.

SUPPORT: Funded by the US Department of Education (formerly USOE) Teacher Centers Program. Buildings, materials, staff assistance and other substantial support is provided by our LEA, our four satellite center school districts, our local and state teacher organizations, the New York State Education Department, and other individuals and organizations.

DECISION MAKING: A 23-member policy board is responsible for supervising the center, including hiring staff, approving expenditures, and so forth. Each satellite center has a site committee.

ORIGIN: The project was started by a planning team which met in 1978-79, organized a policy board, sought and received the support of the LEA, and proceeded to develop an application for federal funding. The center was approved as a planning grant in July, 1979, and began operating on September 15, 1980.

INFORMATION: Slide/tape presentation, brochures, fliers.

STAFF DEVELOPMENT CENTER

500 NORTH STREET
WHITE PLAINS, NEW YORK 10605

(914) 997-2438

DIRECTOR: Adele Wenz

HOURS: Monday, Tuesday, Thursday, 2:30-5:30; other days by arrangement.

PROGRAM: The Staff Development Center provides opportunities for all staff members to share their own inherent talents as well as providing access to other resources, techniques, strategies and programs of current interest. The center is unique in that it encourages the professional and personal growth of all staff: teachers, administrators, and civil service personnel.

Our major goal is to promote professional and personal growth by assessing the inservice needs of the district, offering programs to meet those needs, providing access to human and material resources, developing and using special skills of our staff, and encouraging the formal and informal interaction of staff in order to effect a harmonious school "family."

We offer the following services to our staff: courses, workshops, resource files, newsletter, professional library (including books and journals), and a place for meetings and informal sharings. This year we hope to offer more personal services to teachers by making instructional materials for their classrooms and by offering them the opportunity to develop their own projects through a mini-award.

We are affiliated with Pace University to offer our teachers a full-year course in science teaching through a National Science Foundation grant.

EVALUATION: We have a questionnaire that is given to participants at the end of each course or series of workshops. At the end of each year, we evaluate the quality of each offering in our annual report to the Board of Education. We also have a feedback instrument in our newsletter which keeps us current on needs of our staff. There are times when we work with the Testing and Evaluation Office in our district to evaluate special programs.

RESOURCES: Professional library, journals, curriculum library, human resource file, access to reproduction facilities and laminating machine. Rooms for courses and meetings. There is room for displaying materials. A file of offerings of local universities and other groups who have staff development programs.

STAFF: Adele Wenz, part-time coordinator; Claire Strati, part-time clerical assistant; Penny Ventura, art consultant (on-need basis); Dawn Biscardi, newsletter assistant.

SETTING: Four rooms and a bath on the second floor of an old colonial house on the grounds of the high school. White Plains is a small city in Westchester County, a suburb of New York City.

PARTICIPATION: Professional and civil service staff of White Plains Public Schools. We hope to reach out to the private and parochial schools in White Plains this year, as well as to parents. All activities are held after school.

FEES AND CREDIT: Fees are $10 per credit as follows: one formal inservice credit is granted for every 10 hours of formal course work. One informal inservice credit is granted for every 10 hours of other formal instruction (e.g., workshops, lectures), with prior approval. One informal inservice credit is granted for every 36 hours of independent study, with prior approval.

AFFILIATION AND SUPPORT: White Plains Board of Education

DECISION MAKING: The Staff Development Team is the policy board with the following makeup: teachers are represented by the chairperson, who is appointed by the White Plains Teachers Association president; one representative each from primary schools, intermediate school, middle school, high school, pupil services, curriculum council; administrators are represented by the central office curriculum coordinator and a building principal; civil service and adult education are also represented.

ORIGIN: Since 1969, when the Staff Development Team was formed, White Plains has been a model district for teacher-directed inservice education. This has traditionally taken the form of credit courses, conference days, and orientation programs. To more fully meet the needs of a maturing and changing staff, the Staff Development Center opened in February, 1980, after two years of planning. It now offers many more services in a less formal setting.

INFORMATION: Monthly newsletter, calendar, bulletins, brochures, fliers.

MOUNTAIN AREA TEACHER EDUCATION CENTER

391 HENDERSONVILLE ROAD
ASHEVILLE, NORTH CAROLINA 28803

(704) 274-3355, 3356

DIRECTOR: Jerry M. Russell

HOURS: Monday through Friday, 8-5; Saturday by appointment. Open all year.

PROGRAM: Purposes of the center are to develop a model for professional development; to bring changes in structure of teacher training; to make immediate and long term gains in student achievement; and to develop an alternative educational delivery system.

The center offers a variety of teacher-initiated workshops and activities, such as stress management, inservice workshops for renewal credit and non-credit, and curriculum development activities that include ITIP programs, developmental awards, mini-grants, materials for instruction production, study through travel, global education, classroom management, bilingual education, support groups, and advisement.

EVALUATION: Evaluation is teacher-written, subjective comments, checksheets, and informal discussions.

RESOURCES: The center provides a materials production and reproduction room. Machines and materials are furnished and a checkout system is an ongoing activity. Three large spaces make up the teacher center; one room houses the staff and records and another is a meeting room for various activities.

STAFF: Jerry M. Russell, director; Kenneth Richards, coordinator of community resources and materials development; Debbie Kirkley, professional development counselor; Buretta Owenby, secretary.

SETTING: Located near Asheville, North Carolina, in the western North Carolina mountains, MATEC is housed in a converted school building. The teacher center is on the third floor and occupies three classrooms.

PARTICIPATION: The majority of our participants are elementary public school teachers. Occasional participants are secondary teachers, students, student teachers, and others. Service area teachers can be released from the classroom for various teacher center activities, and the substitutes working for released teachers will be paid from teacher center funds.

FEES AND CREDIT: All services are free. Renewal credit may be arranged through the staff development personnel in the service area.

AFFILIATION: Buscombe County School System is the service district. The center works with a consortium of five colleges and universities in western North Carolina.

SUPPORT: Salaries are paid by a grant from the US Department of Education (formerly USOE) Teacher Centers Program. Building, utilities, and some equipment are provided by the Buscombe County School System.

DECISION MAKING: The majority of the MATEC policy board members are classroom teachers. Decisions are made by the policy board; daily decisions are made by director and staff. Staff are hired by Buscombe County Board of Education and supervised by the director. Director works with an executive committee, finance committee, personnel committee, and the full policy board.

ORIGIN: Teachers wrote a proposal to the Teacher Centers Program, and the center opened in 1979.

INFORMATION: Monthly newsletter.

CABARRUS TEACHER CENTER

660 HIGHWAY 29 NORTH
BOX 388
CONCORD, NORTH CAROLINA 28025

(704) 786-9600

CONTACT: Roger Smith, Elementary Curriculum Coordinator, Cabarrus County Schools.

HOURS: Monday and Tuesday, 3:30-5.

PROGRAM: A teacher center advisory committee organizes and directs the activities of the center. The center seeks to develop, study, and offer services in teacher training, curriculum development, and research through workshops, study groups, and informal discussions.

EVALUATION: Evaluation questionnaires are filled out after each workshop.

RESOURCES: Teacher-made learning activities; student exhibits; resource file of consultants, agencies; materials and resources for make-and-take; cardboard carpentry materials and tools. Library for personal and professional use in curriculum and research; magazines; new curriculum materials. Laminator, lettering machine, paper cutter.

STAFF: Roger Smith, Elementary Curriculum Coordinator, Cabarrus County Schools; teacher volunteers.

SETTING: Two rooms on the second floor of the Cabarrus County Schools' Administration Building.

PARTICIPATION: Elementary and secondary teachers, administrators, and community members from Cabarrus County participate on a voluntary basis. Teachers from Concord City, Kannapolis City, Stanly County, and Albemarle City Schools are welcome to use the center on a pay basis.

FEES AND CREDIT: Small fees are charged for consumables and laminating. Registration is charged for workshops. The teacher center grants renewal credit (with prior approval from the school district) and organizes courses for certification and graduate credit.

AFFILIATION AND SUPPORT: Cabarrus County Schools.

DECISION MAKING: The advisory committee and curriculum supervisors make decisions concerning the center.

ORIGIN: The center originated in 1978 with a federal grant and was part of The Teacher Center, Albemarle, North Carolina (see *Teachers' Centers Exchange Directory* 1980, p. 225). At the end of the grant, on September 22, 1981, Cabarrus County Schools agreed to support its continuation. It is now managed by teacher volunteers and the curriculum supervisors.

INFORMATION: Monthly newsletter; press releases.

TEACHING/LEARNING CENTER

428 WEST BOULEVARD
CHARLOTTE, NORTH CAROLINA 28203

(704) 376-0122, ext. 245

DIRECTOR: Deane Crowell

HOURS: Monday through Thursday, 8 am-9 pm; Friday, 8-5. Summer hours, Monday through Friday, 8-5.

PROGRAM: Our main purposes are to: foster teachers' sharing with teachers by identifying and drawing on their skills and strengths; help teachers feel less isolated by providing support and a listening ear; support teachers in identifying and meeting their own needs and interests.

The teachers' center program includes the following: (1) Working with teachers on an individual basis in curriculum development, materials design, problem solving, and other self-identified needs. (2) Working with school staffs on classroom organization, classroom management, teaming, communications, discipline, and materials development. (3) Supporting the coordinating teachers for areas and for schools by sharing resources, responding to identified needs, and planning workshops. (4) Facilitating teacher-to-teacher contact through: the teacher resource bank; informal contacts in the TLC; study groups; support groups. (5) Offering a new teachers' support program: bimonthly dinners, get togethers, and workshops responding to their identified needs. (6) Working with preservice teachers.

EVALUATION: Evaluation is informal. A systemwide needs assessment is used as an indicator for planning programs and resources.

RESOURCES: Curriculum displays; laminating machines; recycle materials; samples of newly published materials and books for preview; book store; science culture center; puppet place; skills boxes; cardboard carpentry; make-and-take centers; supplies and materials for making classroom activities; teacher resource bank.

STAFF: Deane Crowell, assistant superintendent of human resources; Barbara Keelan, full-time resource teacher; Carol Newman, Carol Beaver, Jim Nesbit, part-time resource teachers; Valerie Robinson, full-time aide. Clerical help is shared with other staff development components. One CETA aide also works in the center.

SETTING: An open space equal to the size of three classrooms located in an elementary school building converted in August 1978 to the Staff Development Center. The center is adjacent to the central downtown area of Charlotte.

PARTICIPATION: K-12 teachers from the Charlotte-Mecklenburg County area participate on volunteer and release time. Students, administrators, community workers, and volunteers from both Charlotte-Mecklenburg and surrounding region. Area and school coordinating teachers. A limited number of release days is allotted to each of the eight feeder areas. The Human Resources Department also has an allotment of release days. Teachers who develop a plan can request release time from their principals, area superintendent, or the Human Resources Department.

FEES AND CREDIT: Services at our center are free. Supplies, materials, triwall, and laminating film are either paid for by participants or charged to their schools. Workshops offered through the center are eligible for certificate renewal credit and Incentive Pay Program.

AFFILIATION: Our center operates within the structure of the Charlotte-Mecklenburg Schools.

SUPPORT: Our salaries, building, and utilities are provided for by the Charlotte-Mecklenburg School System. Our book store is self-supporting. Recycling materials are donated by local businesses and industries. Participants may purchase materials at a nominal fee, or these may be charged to school accounts.

DECISION MAKING: Staff are hired and supervised by Deane Crowell. Decisions are usually made jointly by TLC staff team. A center advisory board is made up of a voluntary group of teachers and coordinating teachers who provide ongoing input and support to determine programs and direction for the TLC. The advisory board's responsibilities include: helping to set priorities for the Teaching/Learning Center; staying in touch with teachers to know what they want; contributing and assessing the environment and management of the center; actively serving on a functioning TLC committee, such as the book store, publishing teachers' and students' work, new teacher support program, newsletter, or involving secondary teachers; helping determine special programs to be offered through the TLC.

ORIGIN: The center was proposed during the spring of 1976 and established in the fall, as part of a plan for systemwide reorganization and decentralization of the Charlotte-Mecklenburg Schools.

INFORMATION: Two videotape presentations created in 1976 and 1977. We are currently working on a new presentation and also developing a new brochure. We are part of a monthly "Staff Development News" in which information about our program and resources is provided on a regular basis. Practical ideas for the classroom are also included.

MONROE TEACHER CENTER

501 LANCASTER AVENUE
MONROE, NORTH CAROLINA 28110

(704) 289-5511

CONTACT: Dr. Thomas Batchelor, Superintendent; Lillian Rorie, coordinator.

HOURS: Open.

PROGRAM: A teacher center advisory committee organizes and directs the activities of the center. The center seeks to develop, study, and offer services in teacher training, curriculum development, and research through workshops, study groups, and informal discussions.

EVALUATION: Evaluation questionnaires are filled out after each workshop.

RESOURCES: Teacher-made learning activities; student exhibits, resource file of consultants, agencies; materials and resources for make-and-take; cardboard carpentry materials and tools. Library for personal and professional use in curriculum and research, magazines; new curriculum materials. Laminator, lettering machine, paper cutter.

STAFF: Dr. Thomas Batchelor, Superintendent; Lillian Rorie, coordinator; teacher volunteers.

SETTING: Basement of an elementary school.

PARTICIPATION: Elementary and secondary teachers, administrators, and community members participate on a voluntary basis.

FEES AND CREDIT: Small fees are charged for consumables and laminating. Registration is charged for workshops. The teacher center grants renewal credit (with prior approval from the school district) and organizes courses for certification and graduate credit.

AFFILIATION AND SUPPORT: Three local school systems and a local college.

DECISION MAKING: The coordinator, advisory committee, and curriculum supervisors make decisions concerning the center.

ORIGIN: The center originated in 1978 with a federal grant and was part of The Teacher Center, Albemarle, North Carolina (see Teachers' Centers Exchange Directory 1980, p. 225). At the end of the grant, on September 22, 1981, three local school systems and a local college agreed to support its continuation.

INFORMATION: Monthly newsletter; press releases.

THE TEACHER CENTER AT DUNCAN

1106 WEST MONROE STREET
SALISBURY, NORTH CAROLINA 28144

(704) 633-4011

CONTACT: Jean D. Owen, Coordinator of Staff Development, Salisbury City Schools

HOURS: Monday and Tuesday, 3:30-8; Thursday, 3:30-5:30; open other times with prior arrangement.

PROGRAM: The teacher center advisory committee organizes and directs the activities of the center. The center seeks to develop, study, and offer services in teacher training, curriculum development, and research through workshops, study groups, and informal discussions.

EVALUATION: Evaluation questionnaires are filled out after each workshop.

RESOURCES: Teacher-made learning activities; student exhibits, resource file of consultants, agencies; materials and resources for make-and-take; cardboard carpentry materials and tools. Library for personal and professional use in curriculum and research; magazines; new curriculum materials. Laminator, lettering machine, paper cutter.

STAFF: Jean D. Owen, Coordinator of Staff Development, Salisbury City Schools; teacher volunteers.

SETTING: Four rooms on the third floor of the S.E. Duncan Center. The Duncan Center also houses the system's staff development rooms, a children's art gallery, Headstart classes, an adult education class, and the offices of system supervisors.

PARTICIPATION: Elementary and secondary teachers, administrators, and community people participate on a voluntary basis.

FEES AND CREDIT: Small fees are charged for consumables and laminating. Registration is charged for workshops. The teacher center grants renewal credit (with prior approval from the school district), and organizes courses for certification and graduate credit.

AFFILIATION AND SUPPORT: Salisbury City Schools, Rowan County Schools.

DECISION MAKING: The advisory committee and curriculum supervisors make decisions concerning the center.

ORIGIN: The center originated in 1978 with a federal grant, and was part of The Teacher Center, Albermarle, North Carolina (see Teachers' Centers Exchange Directory 1980, p. 225). At the end of the grant, on September 22, 1981, the Salisbury City Schools agreed to support its continuation. It is now managed by teacher volunteers and the staff development coordinator.

INFORMATION: Monthly newsletter; press releases.

BISMARCK/MANDAN AREA TEACHING LEARNING CENTER

RICHHOLT ELEMENTARY SCHOOL
1300 AVENUE D EAST
BISMARCK, NORTH DAKOTA 58501

(701) 258-1672

DIRECTOR: Donna Kary

HOURS: Monday and Tuesday, 6:30-10; Thursday, 4-6; one Saturday a month, 10-3. Summer hours: Monday and Thursday, 8-5.

PROGRAM: Our main objective is to facilitate sharing among those involved in learning. Working regionally, we want to share the educational human resources and expertise as well as materials that exist among us in order to decrease interdistrict duplication of services. Space is provided for individuals to work and share informally and for large group inservice meetings on topics such as seasonal art activities, skills to help students cope with a family crisis, global education at the secondary level, audiovisual, parliamentary procedures, and computer programming.

EVALUATION: Short written evaluations are often conducted at the conclusion of inservice sessions. Input for continual informal evluation comes mainly from policy board meetings, conversations with teachers and administrators, and a sharing of program ideas and plans with other center coordinators within the North Dakota Network.

RESOURCES: Reference and curriculum materials; handouts that teachers share on different topics; teaching aids and learning centers. Supplies and space are available to create hands-on learning materials and craft projects. Equipment includes laminator, opaque and overhead projectors, thermofax ditto, TV, and typewriter. A human resource file being developed by the North Dakota Network, plus the experiences and ideas of the other coordinators in the network, help in answering requests.

STAFF: Donna Kary, half-time coordinator; Margaret B. Harris, consultant; Karen Rosby, part-time assistant. Teachers volunteer services and materials to the center in addition to sharing their expertise during mini-workshops.

SETTING: The center is housed in Richholt Elementary School in central Bismarck. We operate from one large classroom and also use the Richholt lunchroom and space at any Bismarck or Mandan school. Bismarck, the state capital, has a population of 50,000 and is centrally located to serve our ten county area.

PARTICIPATION: Educators, preschool through college level, from public and private schools, and student teachers use the center. Initially we served mainly teachers from Bismarck, Mandan, and the surrounding rural schools, but we now inform teachers in a ten county area of workshops and facilities available and provide requested inservice to those outlying areas. Administrators also seek our assistance with teacher requests. This year we have had an enthusiastic response from parents we are working with in Bismarck and our first community-at-large issues and forum is planned for early 1982. Release time for teachers will be available during the second semester of this year.

FEES AND CREDIT: Services at the center are free; mileage and occasionally honorariums are charged for services to the outlying districts. Professional growth points are awarded for many of the workshops and for any courses we help establish through colleges or universities, who determine the fees.

AFFILIATION AND SUPPORT: The center is funded by the Bush Foundation and by a federal grant to the North Dakota Teacher Center Network. Bismarck Public Schools provide space, utilities, printing facilities, and in-kind services. Resource personnel are also provided by Bismarck Schools, as well as the state department of education, Mary College, Bismarck Junior College, and Mandan Public Schools.

DECISION MAKING: The local policy board consists of 18 members who meet in alternate months. They represent teachers from elementary and secondary schools, higher education, special education, rural schools, vocational education, administrators, school board members, and the community. Major decisions are considered by the policy board together with the staff. The board is responsible for hiring staff. A local advisory board is consulted on specific projects.

ORIGIN: The North Dakota Teacher Center Network began with four centers in 1979, all operating with funds from the Bush Foundation. In the 1979-80 school year, four more centers were added to the network. During that year a group of local teachers submitted a proposal which was accepted in mid-year, when the Bismarck/Manden Center began.

INFORMATION: Local center: newsletter, calendar, fliers. Network: slide/tape show, "North Dakota Teacher Center Network," newsletter.

DEVILS LAKE TEACHER CENTER

DEVILS LAKE HIGH SCHOOL
DEVILS LAKE, NORTH DAKOTA 58301

(701) 662-4006, ext. 36

DIRECTOR: Colleen Hess Serumgard

HOURS: Monday through Friday, 8:30-4:30. Closed June through third week in August.

PROGRAM: The Devils Lake Teacher Center supports teachers in their professional growth, encourages curriculum development, and provides inservice workshops that enhance teacher sharing and learning. Services are concentrated on both the elementary and secondary levels. Space is provided for teachers to work, meet with supervisors, and other teachers. A variety of activities are planned for the school year, including art workshops, remedial reading workshops, teacher stress, and motivation and discipline. The aim of the center is to assist teachers through providing materials, teaching aids, the sharing of methods and ideas, space to work and talk, and an atmosphere conducive to growth and inquiry.

EVALUATION: Evaluation is handled on an informal basis, through the efforts of the director/coordinator handling follow-up and evaluation personally.

RESOURCES: Professional library of books, journals, magazines; curriculum resource file and learning units for secondary and elementary areas; student math and language arts games; films, filmstrips, cassette tape recorders, closed circuit and regular TV; thermofax, ditto. Human resources file through North Dakota Teacher Center Network.

STAFF: Colleen Hess Serumgard, full-time director. On a volunteer basis, local teachers teach workshops at the center in areas where they have strong interest or expertise.

SETTING: The center occupies one large carpeted classroom-size room in the basement of Devils Lake Central Junior-Senior High School. The decor sets an atmosphere for independent work or small-group activities. Large tables set up for work space and a more informal lounge grouping take up most of the center's physical space. Devils Lake is a town of 7500 in northeastern North Dakota.

PARTICIPATION: Elementary and secondary teachers from the Devils Lake Public Schools, St. Joseph's Parochial School, and Minnewaukan Public School participate on volunteer time regularly. Teachers may, upon request and approval of the building principal, receive release time to research a project. We also service many of the smaller surrounding towns--Ft. Totten, St. Michaels, Lakota, Langdon, McHenry, Crary, Starkweather, Sheyenne, Cando --whose teachers use our facilities or attend our workshops.

FEES AND CREDIT: The services of the teacher center are free. Local staff members may receive inservice credit toward continuing education points.

AFFILIATION: Devils Lake Public School District.

SUPPORT: Bush Foundation, Devils Lake Public School District, and federally funded program. North Dakota Education Association provides funds for statewide Teacher Center Network projects.

DECISION MAKING: The Devils Lake Teacher Center has a formal policy board of 14 members that meets monthly. Members are chosen from administration, vocational education, special education, elementary, junior high, and high school classroom teachers, and the community. Board members are responsible for staff hiring and supervision.

ORIGIN: In the fall of 1976, the Center for Teaching and Learning at the University of North Dakota formulated a proposal to the Bush Foundation for funding. The center, which opened in 1977, is one of nine centers in the North Dakota Teacher Center Network.

INFORMATION: Monthly newsletter/calendar; fliers.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

LEARNING TREE

BOX 153
DICKINSON STATE COLLEGE
DICKINSON, NORTH DAKOTA 58601

(701) 227-2736

DIRECTOR: Sue Weinreis

HOURS: Monday through Thursday, 12-8. Closed June 1 through second week in August and in December.

PROGRAM: The Learning Tree exists to serve the expressed needs of teachers, administrators, parents, and community members. We encourage and support teachers by providing space and opportunities for professional growth, sharing, and learning. Activities include workshops for inservice or graduate credit, distribution of materials, and coordination of college/school activities. The center also works with community organizations, particularly those involved directly with young people. Workshops in the past have included stress management, teaching of writing, North Dakota learning centers, mime in the classroom, seasonal activities, and adolescents and communication. Community events include Sunday school workshops; Boy and Girl Scout leaders workshops; a series of workshops for teachers of young children; a panel and discussion group for joggers; and "Expanding Horizons," a workshop designed to introduce junior high girls to nontraditional professions, thus encouraging them to elect math and science courses at the high school level.

On-site inservice workshops are provided for small area schools. Many enrichment activities for college methods classes are presented at the center, and the faculty of Dickinson State College reciprocates by providing leadership for workshops and forums.

EVALUATION: The advisory council to the policy board has an evaluation committee of three members who prepare and distribute an evaluation instrument, collect and collate the data, and publish a summary of findings. Other documentation includes individual letters, comments, records of usage of materials and services, and staff documentation of programs and participation. Each workshop is evaluated by all participants and by any administrator involved.

RESOURCES: Professional library of curriculum materials provided and maintained by the college staff; magazines, learning units, idea books, manipulative and teacher-made games and materials; filmstrips and tapes, xerox; audiovisual lab; computers available at the college.

STAFF: Sue Weinreis, part-time coordinator; Audrey Briegle Zins, part-time assistant; Joy Fisher, part-time resource person; Delores Sampson, University of North Dakota Resource Colleague. Teachers and college instructors volunteer to teach workshops and inservice sessions in small area schools.

SETTING: The Dickinson Area Teacher Center, called the Learning Tree, is located in the basement of Stoxen Library on the Dickinson State College Campus. The center includes a small office and a space demarcated by bookshelves and a couch. All college facilities, such as conference rooms, copy machines, and workrooms, are available for center use.

PARTICIPATION: Due to a comprehensive outreach, participants include teachers, administrators, and students in a nine-county area in southwestern North Dakota. This includes 20 public high school districts, five graded elementary districts, seven rural districts, ten parochial schools, and three Bureau of Indian Affairs schools, totalling approximately 1000 teachers and 11,150 students. Participation is highest from small outlying schools and from college faculty and students.

FEES AND CREDIT: Services are provided free of charge. The school district must pay for expenses for travel to small area schools. At the discretion of the administration, inservice credit is available for participation in workshops. Graduate credit may be awarded for some workshops through the Department of Continuing Education at Dickinson State College.

AFFILIATION: The Learning Tree is autonomous, but receives in-kind services from Dickinson State College.

SUPPORT: Bush Foundation and a federal grant to the North Dakota Teacher Center Network. Dickinson State College provides space, utilities, postage, and bookkeeping services, as well as access to machines and other facilities. Small grants for specific purposes have been obtained from community groups, education groups, and the Department of Public Instruction.

DECISION MAKING: The local 18-member policy board, which meets monthly, is composed of elementary, secondary, higher education, vocational, and special education teachers, administrators, school board members, retired teachers, and the community. A local advisory council recommends policy on the topics of evaluation, finance, public relations, and programming.

ORIGIN: The North Dakota Teacher Center Network began with four centers in 1977, operating with a grant from the Bush Foundation. The Learning Tree opened in February 1980, after a year's work by interested local teachers and college staff.

INFORMATION: Monthly newsletter/calendar; fliers; slide/tape show.

FARGO-WEST FARGO-MOORHEAD
TEACHER CENTER

212 MINARD HALL
NORTH DAKOTA STATE UNIVERSITY
FARGO, NORTH DAKOTA 58105

(701) 237-7127

DIRECTOR: Patricia Frazee

HOURS: Monday through Thursday, 8:30-5. Evening, weekend, and summer hours for scheduled workshops and classes.

PROGRAM: The Fargo-West Fargo-Moorhead area is an area where many resources and opportunities are available to local educators. The center acts as a clearinghouse and facilitates communication among teachers, administrators, and the three local colleges by encouraging the development of curriculum materials, the implementation of new classroom strategies, and the sharing of classroom ideas and materials.

After school, evening, and Saturday workshops are organized upon teacher or administrator request. Some of the topics covered include global education, creative writing-poetry, computer use in the classroom, and sharing sessions for different areas of instruction. Individual teacher requests are filled on a variety of topics, from setting up speakers in a classroom and providing classroom materials to assistance in developing a unit of study for classroom use and finding available textbooks on a specialized topic.

EVALUATION: After each workshop, an evaluation is completed by each participant. The purposes are to see if the session achieved the goals it intended and to allow for continuous feedback concerning center activities, including suggestions and topics for upcoming workshops. At the end of the year, a formal evaluation questionnaire is distributed to educators, including administrators, to evaluate the past year's activities and to assist in planning the next year's activities.

RESOURCES: We're small but we have space to sit and read professional magazines and books; materials and ideas to construct learning centers, games, or other curriculum materials; and a place to meet and share thoughts and strategies. Art supplies and some recycled materials are available for use on a drop-in basis. We have access to the professional materials, curriculum materials, and human resources of the other teacher centers in North Dakota.

STAFF: Pat Frazee, part-time director; Pat McKibben, part-time secretary. Local educators man the center on a volunteer basis at night so the center can stay open until 8 p.m. three or four times a month. Local educators teach workshops for the teacher center in areas where they have strong interest or expertise.

Local college students and retired teachers also do volunteer work at the center.

SETTING: The teacher center occupies a room on the second floor of Minard Hall on the campus of North Dakota State University at Fargo. Minard Hall also houses the education department and the Institute of Teacher Education for the university. Fargo is a town of 55,000 located on the eastern border of North Dakota. The Fargo, North Dakota, West Fargo, North Dakota, and Moorhead, Minnesota area that the center serves is a metropolitan area with a population in excess of 100,000.

PARTICIPATION: Public and private school teachers and administrators from the Fargo, West Fargo, and Moorhead area participate on volunteer time. North Dakota State, Moorhead State, and Concordia College students use the center both for curriculum materials and workshops. Community members are becoming more involved in center activities.

FEES AND CREDIT: Services are free. Inservice credit is available for short-term workshops. College credit is available for some workshops through North Dakota State University, Moorhead State University, or other area colleges.

AFFILIATION: The Fargo-West Fargo-Moorhead Teacher Center is part of a statewide network of teachers' centers. The center serves 22 communities within a 60-mile radius.

SUPPORT: Funding sources include a grant from the Bush Foundation to the North Dakota Teacher Center project; the Stern Foundation; Fargo, West Fargo, and Moorhead Public School Districts and the Fargo Catholic Schools; North Dakota State University and the Tri-College University; the State Department of Public Instruction of North Dakota; and the North Dakota Education Association for special projects undertaken by the statewide Teacher Center Network.

DECISION MAKING: The center has a formal policy board that meets monthly. Members represent administration, vocational education, special education, elementary, junior high, and high school teachers, and university faculty. The center director is also a part of the policy board. The board makes decisions concerning programs, budget, and other center operations. The director hires and supervises staff. An advisory board composed of representatives of other areas of education, administration, and community meets three times yearly to advise, review, and evaluate center activities.

ORIGIN: A proposal to the Bush Foundation was formulated by the University of North Dakota Center for Teaching and Learning to expand the North Dakota Teacher Center Network from the original five centers to the present nine. Planning for the center located in Fargo took place during the 1979-80 school year. The Fargo-West Fargo-Moorhead Teacher Center opened in the fall of 1980.

INFORMATION: Monthly newsletter and calendar called "Teacher"; "North Dakota Teacher Center Network" newsletter.

GRAND FORKS TEACHER'S CENTER

2110 LIBRARY CIRCLE
GRAND FORKS, NORTH DAKOTA 58201

(701) 772-1462

DIRECTOR: Helen King

HOURS: Monday through Thursday, 9-5 and 7-9. Closed June 15 to August 15.

PROGRAM: The center encourages teachers to develop curriculum, implement new classroom strategies, and share practical classroom materials.

We offer teacher-requested, one-evening workshops, longer term workshop/seminars, and occasional graduate-credit classes arranged through the University of North Dakota. We also fill individual teacher requests for classroom materials, and make periodic visits to schools. Recent topics covered in workshops and classes include humorous verse, learning about law, and death and divorce as issues for children.

EVALUATION: We send out an evlauation form after each workshop, and we follow-up with a few individuals to get further one-to-one evaluation.

RESOURCES: We're small but have space to sit, relax, and read professional books and magazines; space and materials to construct games; space for creating learning centers on topics/themes teachers request. We have art supplies, and some recycled materials for teachers to use on a drop-in basis; access to the public library facilities and to the Instructional Service Center, which houses the district's audiovisual equipment, film, videotape, and books.

STAFF: Helen King, half-time coordinator; Dory Kutz, half-time resource person; Jane Dufault, half-time secretary.

SETTING: Located in the public library, the center is housed in a 30' X 18' remodeled garage for the bookmobile. We also have access to meeting rooms in the library and often hold larger workshops in school buildings. Grand Forks is in northeastern North Dakota on the Minnesota border.

PARTICIPATION: Our greatest participation is from Grand Forks elementary and secondary teachers who attend on volunteer time, with a growing participation from teachers in small towns surrounding Grand Forks. University students, preschool teachers, and home day-care people are occasional participants. In cooperation with the public library, we offer a limited program in the spring for children and their teachers.

FEES AND CREDIT: An occasional small fee is collected for workshop materials. Teachers may earn inservice credit by attending any combination of workshops they choose for a total of 16 hours/ credit. Graduate-credit classes through the University of North Dakota's Office of Continuing Education are also offered two or three times a year for a fee.

AFFILIATION: Grand Forks School District.

SUPPORT: Grand Forks School District and Bush Foundation.

DECISION MAKING: We have a 14-member policy board (ten teachers, two administrators, two university representatives) that advises staff on programming suggestions, general direction of the center, and hiring of personnel. We also have two representatives that serve on our statewide policy board. All teacher centers in North Dakota are affiliated in the North Dakota Teacher Center Network although each local board is autonomous.

ORIGIN: In 1976 a group of teachers met with Vito Perrone, dean of the Center for Teaching and Learning, University of North Dakota, to plan and write a proposal to the Bush Foundation to fund four teacher centers in North Dakota: Devils Lake, Grand Forks, Mayville, and Minot (five more have been added). Each local center then procured further funding from whatever sources were available. The Grand Forks Teacher's Center first opened in January 1977.

INFORMATION: Calendars; newsletters.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

SMALL SCHOOLS
TEACHING/LEARNING CENTER

BOX 8158, UNIVERSITY STATION
GRAND FORKS, NORTH DAKOTA 58202

(701) 777-4255

DIRECTOR: Delores Sampson

HOURS: Monday through Saturday, as scheduled.

PROGRAM: Small Schools Teaching/Learning Center seeks to establish a communication system among the 45 small school districts participating from across the state of North Dakota. A teacher, resource, and idea exchange program is utilized. After-school and weekend inservice activities are designed in accordance with identified teacher and administrator needs. It is a mobile center, in that these activities are brought to the schools requesting them.

Programs, such as teacher effectiveness training, will be offered to five to ten school districts in an area, and may have up to 50 participants. Other activities are offered to groups of 15 in single schools.

RESOURCES: File of available people to volunteer in the classroom; access to the professional materials and human resources of the eight other established teacher centers in the state; ERIC.

STAFF: Delores Sampson, half-time coordinator.

SETTING: The coordinator is based at the University of North Dakota, Grand Forks. However, the center utilizes the facilities of 45 participating school districts.

PARTICIPATION: Elementary through senior high teachers participate on volunteer time, as well as administrators and members of the communities represented.

FEES AND CREDIT: Workshop fees (if any) vary according to the nature of the workshop and the resources used. The center sponsors a summer workshop for graduate credit at the University of North Dakota, Grand Forks.

AFFILIATION: Upper Midwest Small Schools Project.

SUPPORT: Bush Foundation and the Upper Midwest Small Schools Project; federal funds.

DECISION MAKING: Administrators from the Upper Midwest Small Schools Project nominated the nine members of the policy board, which governs the center. Future selection of members will be made by the board itself. The majority of the board are classroom teachers. Vocational and special education areas are represented.

ORIGIN: A proposal to the Bush Foundation was formulated by the Center for Teaching and Learning at the University of North Dakota in 1976. The Upper Midwest Small Schools Project began planning for a center in January 1979. In the fall of the same year the center began functioning.

INFORMATION: Newsletter published monthly.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

MAYVILLE
TEACHING LEARNING CENTER

MAYVILLE STATE COLLEGE
MAYVILLE, NORTH DAKOTA 58257

(701) 786-2301, ext. 419

DIRECTOR: Ron Semmens

HOURS: Monday, Tuesday, Thursday, 8-5 and 7-9; Saturday, 9-5; Sunday, 7-9.

PROGRAM: The center provides a summer program where teachers enhance or develop a curriculum area in which they need assistance; encourages implementation of elementary and secondary school teachers' projects by offering credit and providing materials; and offers a yearlong workshop series for elementary and secondary teachers that meets once a month. The center has a writers-in-the-schools project for teachers and children. Teachers bring their students to the center for a two-week learning experience selected by the teachers. Make-and-take sessions are offered for teachers with materials provided by the center and arrangements and idea areas set up by teachers. The TLC has developed a nature study program for teachers and children in a 14-acre woodland, grassland, and river setting with 12 different learning stations within walking distance of the center. The center has two nature study rooms, one for teachers and one for children, and a North Dakota Room with books, study guides, and historical materials about the origin of settlement in the state and the community. A special resource room for gifted children and their teachers is connected to the center by a tunnel. A center staff member works in the room two days a week with children who are brought from three adjacent counties. The room provides enrichment materials for creative writing, science projects, and reading. The center emphasizes its availability to the community by renting cross country skis and conoes and providing instruction in their use. It is available to community organizations and youth groups and sponsors community activities such as a crafts show and pancake breakfast.

EVALUATION: Participants are requested to write a brief narrative statement evaluating their visit, workshop, or classes attended.

RESOURCES: Library; lounge area; recycling center; darkroom; sewing center; kitchen facilities; learning center display area, reading resource area, "idea area," science and reference area; curriculum displays, materials for making games, wide variety of learning packages; cardboard carpentry materials, film equipment, videotape machines, videotapes for inservice programs, typewriters, plants, puppets. Materials and equipment are sent out to teachers throughout North Dakota and Minnesota.

STAFF: Ron Semmens, director; Norma Svoboda, assistant director; Kay Ulland and Nancy Beck, part-time secretaries.

SETTING: Two rooms and an office area in the basement of West Hall on the Mayville State College campus. Mayville, population 3000, is in the east central part of North Dakota.

PARTICIPATION: Teachers, K-12, come from communities within a 60-mile radius of the center, primarily on their own time. Preservice teachers, day-care teachers, children, parents, and college faculty also use the center. Administrators have provided release time for their entire faculties to attend a TLC function. They have also provided release time for individual teachers to come to the center to attend workshops. The TLC provides travel expenses and substitute teacher expenses.

FEES AND CREDIT: Fees are charged only when teachers are involved in credit classes or workshops, which cost $12 per quarter hour.

AFFILIATION: The Mayville Teaching Learning Center is part of a statwide network of teachers' centers. The center serves nine communities within a 60-mile radius.

SUPPORT: Bush Foundation; Mayville State College; North Dakota Education Association provides funds for North Dakota Teacher Center Network projects.

DECISION MAKING: The policy board consists of two members (one elementary and one secondary) from each of the nine school districts; two administrators, selected at large; and the center director. The TLC staff meets regularly with the policy board to make decisions concerning programs and budget. The center director hires and supervises staff.

ORIGIN: Dennis Kost, chairman of the Mayville State Education Department, Ron Semmens, associate professor of elementary education, and Gayle Nering, a teacher from Cooperstown, initiated the TLC program in summer 1976, and worked with the Center for Teaching and Learning at the University of North Dakota to write a statewide proposal to the Bush Foundation, resulting in five teacher centers (currently nine), including Mayville, in North Dakota.

INFORMATION: Monthly calendar and brochure. Slide presentation on the space and activities of the center, and on the nature area. Color video presentation of the local center and of the statewide network.

TEACHER LEARNING CENTER AND COMMUNITY EXCHANGE

MINOT STATE COLLEGE
MINOT, NORTH DAKOTA 58701

(701) 857-3014

DIRECTOR: Jane Bieri

HOURS: Monday through Thursday, 8-8; Friday, 8-4:30; and by appointment.

PROGRAM: Minot Teacher Learning Center and Community Exchange supports teachers' professional growth, encourages communication between educators and the community, and plans activities to meet community needs.

The center develops its programs in response to teacher and community requests, district needs, and sharable strengths of participants. After-school, evening, and Saturday workshops are offered on topics such as "Sharing from the Classroom of . . . ," a showcase for teachers. Groups such as the Association of Children with Learning Difficulties, curriculum committees, Northern Plains Writing Project (a continuing inservice writing project), and workshops for parent participation in the schools also meet in the center. Mini-grants are provided for educators to determine their own professional growth. The center assists preservice teachers with college methods courses and field experiences, and offers a tutoring service for college students who need help with study skills. Needs assessment is by individual request.

RESOURCES: Large main room with two classrooms that can be used for meetings; college curriculum library. Office machines, professional books and magazines, access to audiovisual materials of the college and public library, human and material resources from Minot Public Schools and Minot State College.

STAFF: Jane Bieri, coordinator, assesses needs, works with policy board to plan programs, acts as liaison to teachers and works with them on specific projects. Marilyn Eberly, resource coordinator/secretary, manages collection of curriculum materials, and aids users in finding materials.

SETTING: One large room and two classrooms on the lower level of Minot State College Library. The rooms house a curriculum area and provide meeting, study, and workshop space. Minot is at the intersection of Highways 2, 52, and 83 in north central North Dakota.

PARTICIPATION: Teachers and administrators from Minot and surrounding area, Minot State College students, and community members. Participation is mostly on volunteer time. "Relief" time is provided by center staff and cadre of volunteers to allow classroom teachers to pursue professional growth opportunities.

FEES AND CREDIT: Free. College credit for some workshops available through Minot State College. Inservice units available for short-term workshops.

AFFILIATION: Minot Public Schools and Minot State College.

SUPPORT: Minot Public Schools provides major funding. Minot State College also provides additional support. A small amount of residual funding is available from a grant from the Bush Foundation to the North Dakota Teacher Center Project (coordinated at the University of North Dakota). A special project, "Science-Math Kits to Go," is supported by Title IV-C funds. Another special project on Community Education is supported by the Center for Community Education, North Dakota State University, Fargo.

DECISION MAKING: Policy board consisting of educators and a community person; an advisory board made up of representatives from different areas of education, business, professional people, parents, and senior citizens.

ORIGIN: An establishing group including Minot Association of Classroom Teachers, Minot Public Schools administrators, and Minot State College personnel started the center in summer 1978. It is one of nine centers in the North Dakota Teacher Center Network.

INFORMATION: Monthly calendar; annual Bush Foundation Report.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

TEACHER CENTER

ALLEN MEMORIAL LIBRARY
VALLEY CITY STATE COLLEGE
VALLEY CITY, NORTH DAKOTA 58072

(701) 845-7221

DIRECTOR:	Patricia A. Beil
HOURS:	Monday through Thursday, 9-5; Friday, 8:30-4. Closed June through the third week of August.
PROGRAM:	The center's main objective is to maintain a place that meets the needs and wants of teachers. Curriculum development is encouraged and inservice workshops are provided. Services and resources are made available to the 12 school districts in the Teacher Center Network. The center is a meeting place for teachers to share ideas, discuss problems, and give encouragement. Workshops on art, a series of six drug seminars, mainstreaming, teacher vocabulary and comprehension, and creative writing will be offered in 1981-82.
EVALUATION:	Documentation is required by the Bush Foundation so we have logs, records, and evaluations of workshops by participants available.
RESOURCES:	There is complete access to all materials available at Valley City State College Library and Curriculum Library along with a limited amount of materials in the teacher center. North Dakota Teacher Center Network has a human resource file.
STAFF:	Pat Beil, full-time director; work study student, six to eight hours weekly.
SETTING:	The center is located in the lower level of the Valley City State College Allen Memorial Library. It occupies an L-shaped area adjacent to the Curriculum Library with an informal lounge area. Valley City is a town of 7500 in eastern North Dakota.
PARTICIPATION:	The center serves both elementary and secondary teachers in the Teacher Center Network, which includes 12 school districts plus schools in a six-county area. A majority of participants are elementary teachers, rural and urban, and rural secondary teachers. Occasional participants include urban secondary teachers and community members.
FEES AND CREDIT:	Workshops are free with participants receiving inservice credit. Graduate courses are $30-45 per credit through the University of North Dakota and North Dakota State University.
AFFILIATION:	The center is a member of the North Dakota Teacher Center Network.

SUPPORT: Bush Foundation, Valley City State College, and Valley City Public School District.

DECISION MAKING: The Valley City Teacher Center has a formal policy board of 17 members, which meets monthly. The board is comprised of administrators, vocational education, special education, elementary, junior and senior high school, and college personnel. Staff is hired by the board.

ORIGIN: The center opened in March 1980, and is one of nine centers in the North Dakota Teacher Center Network.

INFORMATION: Monthly newsletter; workshop bulletins.

WOOD COUNTY AREA TEACHER CENTER

1 COURTHOUSE SQUARE
BOWLING GREEN, OHIO 43402

(419) 352-6531, ext. 2254

DIRECTOR: James Robarge

HOURS: Monday through Thursday, 8-4:30; Friday, 8-4; open evenings for scheduled workshops, meetings, and other activities. Open all year.

PROGRAM: The teacher center is not a physical location--it is a concept which has as its main goal improved and increased teacher inservice. This inservice takes two forms--one, midcareer renewal for the experienced teacher; the other, inservice by teachers who have expertise in areas that benefit other teachers.

Teachers identified the following as the major activities of the center: staff training/retraining; curriculum improvement/basic competencies; community resources and utilization; and research practices/self-development.

The staff that conducts these activities are teacher trainers--full-time teachers with a minimum of eight years experience. They are reassigned to the teacher center by their local districts for a period of one semester or one year to participate in its activities. Teacher trainers are considered employees in their own districts and are based there, since their participation returns many educational benefits to their home districts. In the second year of the center, a mini-grant program was added enabling teachers to be assigned to the center for two-four weeks (rather than a semester or full year). The teacher center provides classroom replacements for the teacher trainers in the form of interns, who are fully certified teachers and recent college graduates. The assignment of interns is subject to approval by participating schools.

EVALUATION: Objectives of the teacher center are evaluated in several ways by the policy board and its permanent committees: (1) evaluation after each activity by participants; (2) progress made in curriculum development; (3) extent of community involvement; (4) student attitude surveys; (5) number of teachers participating in center activities; and (6) continuous needs assessment. An annual description and report of activities will be submitted to the ERIC system and prepared as an article for *Ohio Schools*, *NEA Journal*, and other appropriate information systems.

RESOURCES: Teachers are supported with services, including reproduction of materials, purchasing, and travel expenses. In addition to the teacher center office, two large conference rooms are provided, as well as a library/resource media center.

STAFF: James A. Robarge, director. Teacher trainers are considered staff members during the term of their assignment to the center.

SETTING: The teacher center is located on the fourth floor of the new Wood County office building in Bowling Green, Ohio. This basically rural area in northwestern Ohio is also the site of Bowling Green State University.

PARTICIPATION: Teachers (K-12), administrators, county office personnel; all from Wood County, Ohio. Participation is largely on release time, but also on teachers' own time. Occasional participants from surrounding counties and communities. Release time is provided for teacher presenters and participants through paid substitutes whose remuneration is received from the center.

FEES AND CREDIT: Where credit is offered in conjunction with Bowling Green State University, partial cost is paid by the center. Cost of materials is shared by center and participants. Credit is offered in approximately 50% of center-sponsored activities.

AFFILIATION: The center serves eight rural districts and one city school district within Wood County in northwestern Ohio. It cooperates closely with Bowling Green State University.

SUPPORT: Salaries of teacher trainers are paid by their respective school districts. The director, secretary, and teacher interns are supported through US Department of Education (formerly USOE) Teacher Centers Program funding; a six-month, no cost extension through February 28, 1982, was applied for. Space and fiscal accountability, as well as support services, are provided by the Wood County Office of Education.

DECISION MAKING: A total of nine teacher representatives are on the teacher center policy board. The board represents the seven participating districts; primary, intermediate, secondary social studies, secondary math/science, secondary language arts, vocational, and special education teachers. All teacher representatives were appointed by their respective education association presidents. Administrators and the university representatives were appointed by their respective institutions. The policy board acts as the governing body of the center. The members also serve as a sounding board for teacher needs and as communicators between the center and the schools. The center director recommends programs and personnel; the policy board accepts or rejects. The center director supervises all staff members and interns.

ORIGIN: The WCATC got its start through a collaborative effort by county office personnel, Bowling Green faculty, and local teacher associations and administrators, who began meeting in October 1977. The center received federal funding in fall 1978.

INFORMATION: Regular mailings of policy board agenda, newsletter, course offerings, inservice; slide/tape presentation available.

JEWISH TEACHER CENTER

1580 SUMMIT ROAD
CINCINNATI, OHIO 45237

(513) 761-0203

DIRECTOR: Elyce Azriel

HOURS: Monday, 12-3:30; Tuesday, 10-2; Wednesday, 12-3:30 and 6:30-8:30; Thursday, 9:30-11:30; one Sunday a month. Open all year.

PROGRAM: The Jewish Teacher Center has a large collection of both teacher-made and commercial materials for use in the Jewish classroom. Teachers are encouraged to make use of the Jewish Teacher Center by adapting these materials for their own classrooms, creating games and teaching materials to meet the needs of their own students, and examining our resources.

A library of how-to books, sources for Jewish educators, in addition to secular and Jewish education periodicals, provide abundant resources in one place.

The center aims to encourage and help teachers develop their classrooms into Jewish environments where their students can learn about and experience their tradition.

In a comfortable, peer-directed setting, Jewish teachers can do their regular work, plan with each other, make curriculum materials and find sympathetic listeners and possible solutions for their teaching problems. Brainstorming has become a familiar form of problem solving as teachers sit around tables making materials or exchanging ideas in workshops. In addition to general workshops, the center schedules inservice workshops for schools, camp groups, and organizations. The center is also open on a drop-in basis for teachers to consult, exchange ideas, make things, preview materials, and examine various educational models.

The Jewish Teacher Center sponsors an internship program with the Hebrew Union College, a Reform seminary, for rabbinical students interested in Jewish education.

RESOURCES: Workroom, resource area, scrounge/storage room, display areas, office, Jewish library next door. Recycle materials, wood, triwall, tools, laminator, ditto machine, paper cutter, audio-visual equipment, including overhead projector and copy stand, sewing machine. Displays of staff-made, teacher-made, and commerical learning materials.

STAFF: Elyce Azriel, half-time director; five part-time trained volunteer staff; one graduate student intern.

SETTING: Housed in a large refurbished office/storage room on the second floor of the Jewish Community Center. The center is located in the Roselawn area on the northeast edge of Cincinnati.

PARTICIPATION: Orthodox, Conservative, and Reform teachers and principals from day, afternoon, and Sunday schools in Cincinnati, the southern Ohio area, and neighboring states. Nursery school and secondary teachers attend inservice workshops on volunteer and release time. Students, parents, and communal workers also attend. In addition, Jewish Teacher Center resources are used by Jewish Community Center program staff and by day and overnight camp counselors and staff.

FEES AND CREDIT: Participating schools pay a yearlong membership fee which allows them several inservice workshops, based on the number of teachers in the school. Individual workshops are $1-$2, plus a minimal materials fee. Rabbinical students from Hebrew Union College receive graduate credit for a one-semester internship at the center.

AFFILIATION: A joint project of the Cincinnati Bureau of Jewish Education and the Cincinnati Section, National Council of Jewish Women, the Jewish Teacher Center is a community program, sponsored and supported by the Jewish Federation of Cincinnati.

SUPPORT: Funded as a two-year pilot project by David F. and Sarah K. Weston Special Purpose Fund of the Jewish Federation of Cincinnati and the National Council of Jewish Women. Additional income is derived from memberships, workshop fees, and publications. Housing and utilities are provided by the Jewish Community Center and the Bureau of Jewish Education. Volunteer staff are an indispensable part of the daily operation.

DECISION MAKING: Major decisions are made by an 11-member steering committee composed of a representative from the principals' council, teachers' advisory, the director of the Bureau of Jewish Education and its president, the president of the National Council of Jewish Women, the volunteer coordinator from NCJW, a community representative, and the Jewish Teacher Center director. Daily decisions are made by the director with input from teachers' advisory and participants, and in consultation with the director of the Bureau of Jewish Education.

ORIGIN: In 1977 the director of the Bureau of Jewish Education and several principals and teachers visited the Kohl Jewish Teacher Center in Wilmette, Illinois. They returned feeling a need for a similar resource/active learning center in Cincinnati and procured funds and a room. A director was chosen and the center opened in July 1977.

INFORMATION: Fliers.

COMMUNITY LEARNING EXCHANGE

2999 INDIANOLA AVENUE
COLUMBUS, OHIO 43220

(614) 262-1976

DIRECTOR: Norma Horan

HOURS: Wednesday, 1-8; Saturday, 10-4; Sunday 1-4. Hours change for the summer.

PROGRAM: The Community Learning Exchange provides a friendly and supportive environment for teachers and other adults who work with children. A variety of workshops on topics such as "hooking children on books," "substitute strategies," and "working with work-jobs" are offered in the Exchange, in schools, and in the community. Cardboard carpentry workshops are offered regularly. Participants can drop in to use learning aids on display and the professional library, to make materials, share ideas, and hold small-group meetings.

EVALUATION: The program of the Exchange is evaluated informally. Each workshop or seminar is evaluated separately. Copies of these evaluations are kept on file to be used by the Exchange staff to evaluate the program. They are also made available to the board of trustees.

RESOURCES: Professional library with wide selection of books and curriculum materials for preschool through high school, including samples of teacher-made educational games, learning aids, and ideas. 18" roll laminator; duplicating machine; cardboard carpentry and plexiglas tools. Worktables stocked with pens, scissors, glue. Materials for making learning aids, games.

STAFF: Norma Horan, director; volunteers; Connie Swain and Felicity Boxerbaum, CLX founders, work as part-time consultants.

SETTING: The CLX occupies 1000 square feet in a storefront located in the north central part of Columbus, Ohio.

PARTICIPATION: Most participants are preschool through eighth-grade teachers, and occasionally secondary teachers, from 25 school districts in central Ohio. Increasingly, parents and other adults who work with children are using the Exchange. A widespread parent involvement program was funded by a local foundation for the 1981-82 school year.

FEES AND CREDIT: Individual memberships of $8 are not mandatory but provide discounts on workshops, laminating, and triwall cardboard and help pay the operating expenses of the center. Group membership rates are available upon request. Individual school districts offer teachers credit within their own district for workshops taken at the Exchange. CLX doesn't have any agreements with universities for credit, but plans to in the future.

AFFILIATION: Independent, not-for-profit organization.

SUPPORT: The Exchange receives its funding from local foundations, donations, and voluntary memberships, as well as from funds generated through booksales and workshops. In addition, a very active group of volunteers help staff the Exchange.

DECISION MAKING: The Board of Trustees, made up of teachers, administrators, parents, and community members, meets four times a year to discuss programs and needs, and to offer suggestions to CLX staff. The Board is responsible for helping staff with fundraising and for formal evaluation of the Exchange.

ORIGIN: The Community Learning Exchange was founded by co-directors Connie Swain and Felicity Boxerbaum, who were familiar with other teachers' centers in this country and in England. Feeling the need for a center in central Ohio, they applied for and received a mini-award from the Teachers' Centers Exchange to visit other centers. They left their teaching jobs and with their own money opened the Community Learning Exchange in June 1976. The Exchange has since served as a model for other teachers' centers in Ohio.

INFORMATION: Newsletter published four times a year.

FRANKLIN COUNTY TEACHER CENTER

280 EAST BROAD STREET
COLUMBUS, OHIO 43215

(614) 221-1033

DIRECTOR: Alex Lotas

HOURS: Monday through Friday, 8-5.

PROGRAM: The center provides opportunities in seven areas: (1) The Communications Network involves a monthly newsletter that informs clients about programs and activities. School district liaisons inform center staff about district needs and inservice activities, identify district resources, and gather data from teachers and administrators. (2) Workshops, university courses, idea exchanges and support groups are handled through the Professional Development Network. Programs have been offered in such areas as computers in the classroom, teacher stress, assertive discipline, and learning styles. (3) The Teacher Awards program recognizes the need for individualized professional development. Teachers are provided funds to develop teaching units or materials, to further an expertise, to pursue research, or to explore a new educational interest. (4) Identifying, classifying, and storing "educators' talents" is the aim of the Educators' Talents Resource Bank, which allows the center to link educators for the purpose of solving problems and sharing expertise. (5) The center acts as a clearinghouse by advertising special events of interest to educators occuring within the community. (6) The center has developed a Community Resource Directory, which lists over 500 businesses and agencies for possible field trips, tours, guest speakers, or free or low cost materials that benefit teachers and their students. (7) The center offers a consultation service to assist individuals or groups with specific concerns or projects. This service includes phone conversations, small group meetings, and formal and informal needs assessments.

EVALUATION: Following each activity, written evaluation forms are distributed to all participants by the hosting liaison, collected, and returned to the center. Presenter evaluation involves a telephone interview by a staff member. The third evaluation procedure requires a written summary of the program by the hosting liaison with recommendations. In addition, a random sample of program participants are telephoned during the summer months and questioned about the value of center programs and resources. Annual reports or summaries of teacher center services are also provided for school district superintendents, association presidents, and other interested parties.

RESOURCES: The FCTC is a service organization and, therefore, is not a "place" where teachers can come to work or get materials.

STAFF: Alex Lotas, director; Judy A. Balogh, administrative assistant; part-time clerical assistant; part-time graduate intern.

SETTING: The Franklin County Teacher Center is housed in a science and history museum located in the heart of downtown Columbus. There are two rooms, an administrative office, and a workroom, with access to a conference room and classroom space.

PARTICIPATION: Programs are regularly attended by elementary and secondary school teachers from 17 public and private school districts, and occasionally by administrators, community people, faculty, graduate students, and student teachers from four education institutions. All school districts served by the center are provided with release time.

FEES AND CREDIT: Free with the exception of an occasional charge for materials and university courses offered for optional graduate credit. Some school districts provide professional growth credit for selected teacher center activities.

AFFILIATION: The Franklin County Teacher Center is a consortium of educators from 17 public and private school districts and four education institutions: The Ohio State University, Capital University, Ohio Dominican College, and Otterbein College.

SUPPORT: The Franklin County Teacher Center is supported by the US Department of Education (formerly USOE) Teacher Centers Program, the Ohio Department of Education--Teacher Development Funds, local foundations, and local PTO contributions.

DECISION MAKING: The center is governed by a 17-member policy board, which provides a framework for the center within which staff can function effectively. Specific activities of the policy board include: evaluating the director, establishing goals, objectives, and long-range plans, monitoring expenditures, approving program directions, and reporting to constituent organizations. Staff is hired and supervised by the director.

ORIGIN: In 1977 a group of educators convened representing the Franklin County Council of Teachers Associations, area superintendents, and The Ohio State University. This planning group established guidelines for operational procedures and in 1979 submitted a grant proposal to the Teacher Centers Program. In September 1979, the grant was awarded and the center opened in January 1980.

INFORMATION: Monthly newsletter, brochures, slide/tape presentation.

THE SCHOOL HOUSE
A CREATIVE TEACHING CENTER

551 FAIRCHILD AVENUE
KENT, OHIO 44240

(216) 678-0006

DIRECTORS: Alice McVetty Vars and Gordon F. Vars

HOURS: Monday, 2-8; other times for scheduled workshops and appointments.

PROGRAM: We seek to be true to the root meaning of the words "school" and "house." Here, in a hospitable enclosure of caring and acceptance, any teacher may come to find free time and space without fear to more fully understand self, our world, and the teaching task. Our aim is to provide a setting and resources to enable teachers to discover their own strengths and ways to creatively teach those who learn with them in the mutual quest for truth and love.

Unique contributions of the School House are: offering educational opportunities to all teachers; giving quick, direct help in answer to an immediate teaching need; making available a place for teachers to gain perspective in a neutral environment; giving inservice and staff development; holding short-term refresher workshops for teachers wanting new techniques; providing a service to churches that may not have a director of religious education; highlighting seasonal or theme classes for adaptation by secular or religious teachers; drawing upon the whole community; personalizing educational services. Activities at the center include a class on motivation for teachers, a how-to workshop on symbolic thinking; a parents meeting to understand what a middle school is; a gathering to meet a noted educator; a Sunday school teachers' seminar; a drop-in group sharing experiences and successes; a community class on environmental education; a youth experience on self-image through a clown theme; a credit class from a nearby college for teachers; and many more.

EVALUATION: Continuous feedback and evaluation forms from each workshop and School House event.

RESOURCES: Large library; craft room; and resources in the community, such as parks, stores, businesses, libraries, restaurants, schools, churches, universities, and many persons.

STAFF: Alice McVetty Vars and Gordon F. Vars, directors; guest leaders; student teachers.

SETTING: Our facility is small-scale (maximum capacity is twenty persons per class), is on our crowded home premises, and is both

School and House. We have built a compact, charming environment in our new garage, transformed into an old-fashioned, one-room school house, and have remodeled basement rooms in our century-old house for conferences and craft work.

PARTICIPATION: All teachers, parents, business, professional, and community persons, church groups, and educational leaders in any teaching/learning relationship are welcome at the center.

FEES AND CREDIT: Fees are reasonable, affordable, and depend on time involved, content, credit or non-credit. Prices are listed for each class in the calendar of events. A membership fee of $2 entitles members to a special invitation to the opening celebration of the School House, four quarterly newsletters and calendar of events mailed post paid, and special rates for certain events during the year. Some courses will be offered for college credit.

AFFILIATION: Independent.

SUPPORT: Private. Income from workshops.

DECISION MAKING: Day-to-day decisions made by staff with feedback from attending teachers and advice of seven-member advisory board representing public and parochial schools, churches, community leaders, creative educational specialists.

ORIGIN: Our teacher center is the outgrowth of a dream, of sensing unmet needs of many who teach, of seeking fulfillment of ourselves through giving to others out of our rich experiences in learning and teaching. The center was started to honor Alice McVetty Vars father, Cecil A. Robbins (1890-1980), and mother, Rose Yost Robbins, both educators. The bell from the yard of their home, at the end of 65 years of marriage, hangs in the cupola of our School House, a symbol of continuation of educational heritage.

INFORMATION: Quarterly newsletter and calendar of events.

TEACHER CENTER 271

4777 FARNHURST ROAD
LYNDHURST, OHIO 44124

(216) 291-5225

DIRECTOR: Elizabeth Cupp

HOURS: Monday through Friday, 8-4:30. Closed during the summer.

PROGRAM: The center is made up of six distinct programs:

The A/ID Program (Activities/Ideas Dialogue) provides teachers the opportunity to observe other teachers in the classroom for the sharing of skills, activities, and techniques.

The ExPERTS Program (Experts and Programs on Educational Research, Teaching and Scholarship) offers graduate courses and workshops through Kent State University, Cleveland State University, University of Akron, and local private higher education institutions.

The MEdIA Program (Making Educational Instructional Aids) teaches techniques for making instructional aids and provides "hands-on" workshops in using these aids in the classroom. Our media director provides group and individual instruction through workshops and in the center's drop-in media area.

The PEER Program (Peer Enhancement of Educational Renewal) offers training to observers who, in turn, meet with participating teachers. Together they establish areas to be observed, and, after the classroom observation, share perceptions about these agreed-upon areas. A university course is offered to PEER observers and the teacher center serves as a clearinghouse to help arrange individual class visits.

The TRADE Program (Teacher Renewal through Academic Day Exchanges) is a professional exchange experience that provides opportunities for teachers to trade places for a day with a colleague in another grade/level, school, or district.

The Educational Computer Consortium (ECC) is comprised of over 40 public school districts and private schools in the Greater Cleveland Area. Services include a software library, computer courses and workshops, and a major Computer Fair.

EVALUATION: Two kinds of evaluation forms: Workshop evaluation allows participants to rate the activity on a scale and follow it with a written description of the strengths or weaknesses of the workshop; the second form is used to determine the geographic data and background of participants and the quality and impact of the course or workshop.

RESOURCES:	Small drop-in media center with a laminator, a visual maker, thermocopier, primary typewriter, and videotape equipment. A small conference room is also available for persons working on larger projects.
STAFF:	Elizabeth Cupp, director; Alice Fredman, program director; Frank Kirbus, part-time media director; Marlene Streetz, secretary and bookkeeper; Ellen Richman, part-time computer consortium consultant.
SETTING:	Located in a suite of rooms on the second floor of the Southlyn Elementary School Annex, former board offices of South Euclid-Lyndhurst School District, situated in the suburbs east of Cleveland. The center is approximately twenty minutes from four of the five districts served and can be reached by Interstate 271, which joins the five districts.
PARTICIPATION:	Teachers, administrators, teaching specialists, and aides, K-12, from five local school districts and the Diocesan Schools are served. We have also been in contact with 35 other districts in northeastern Ohio. Release time is available.
FEES AND CREDIT:	No fees for non-credit workshops. Local university and colleges charge a fee when credit courses and workshops are taken by teachers.
AFFILIATION:	Teacher Center 271 is a consortium of five school districts (Beachwood, Euclid, Mayfield, South Euclid-Lyndhurst, Richmond Heights) and the Diocesan Schools located along Interstate 271.
SUPPORT:	US Department of Education (formerly USOE) Teacher Centers Program. South Euclid-Lyndhurst School District offers housing at a nominal sum. Through an arrangement with Kent State University, staff is paid and receives benefits through the University. The Educationa Computer Consortium recently received a grant from a local foundation. A portion of the grant is used to pay a part-time computer consultant who is at our center one afternoon a week.
DECISION MAKING:	Twenty-five member policy board composed of teachers, administrators, and higher education representatives. The director hires staff with the approval of the policy board. Staff, who are supervised by the director, maintain close contact with the board and are encouraged to make program decisions and present them to the board at the monthly meetings.
ORIGIN:	Teacher Center 271 is an outgrowth of Project 271, which provided courses through Kent State University at school districts located along Interstate 271. When federal funding became available, a committee of educators from several of the districts and representatives of local universities drew up a plan. The center was funded October 1, 1979, and was officially opened November 1, 1979.
INFORMATION:	Slide/tape show, "Roadways"; monthly newsletter; and "Output," the newsletter published by the Educational Computer Consortium.

NORMAN TEACHER CENTER

1734 HALLEY AVENUE
NORMAN, OKLAHOMA 73070

(405) 364-4501

Mailing Address:
PO BOX 1007
NORMAN, OKLAHOMA 73070

DIRECTOR: Lessley Price

HOURS: Monday through Thursday, 8-7; Friday, 8-12; Saturday, 9-1. Summer hours: Monday through Friday, 8-4:30.

PROGRAM: The Norman Teacher Center provides a place to plan and provide activities that facilitate personal and professional development. These programs offer teachers the opportunity to gain knowledge and skills to improve their effectiveness in the classroom; to support teachers as professionals; to increase their knowledge and strengthen their skills in specialized areas; and to aid teachers in the mainstreaming of students needing special instruction. Areas of training are identified by the teachers themselves and are addressed through planned activities sponsored totally or in part by the center.

RESOURCES: Workroom with free and inexpensive materials; handtools, laminator, Ellison lettering machine, thermofax, office copier, typewriter.

STAFF: Lessley Price, director; Elaine Hale, assistant director; secretary; Marian Schineler, half-time secretary.

SETTING: Four rooms occupying about 1600 square feet in an old university lab school, located on North Campus, University of Oklahoma in Norman.

PARTICIPATION: K-12 teachers from Norman. The majority of participants are K-8 teachers, with secondary teachers participating in curriculum development activities. There is also a large substitute training program. Some release time is available.

FEES AND CREDIT: A working agreement is in effect with the University of Oklahoma, College of Education, Oklahoma Center for Continuing Education, and Colleges of Arts and Sciences, which allow us to propose, develop, and provide university-level courses with the approval of the university involved.

AFFILIATION: Norman Independent Schools #29.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program. University of Oklahoma provides the building, utilities, and maintenance.

DECISION MAKING: The policy board, elected by the educators in the area, consists of 11 teachers, one central office representative, one board of education member, one university representative, and one vo-tech representative. The policy board hires the director and assistant director and approves other staff. All program decisions are reviewed by the policy board.

ORIGIN: The Norman Teacher Center received funding from the Teacher Centers Program in 1979-80. The director was hired in January 1980, and the center began with an empty room, two folding chairs, and a card table.

UPDATE TEACHER CENTER
(UNIFYING PROFESSIONALS FOR DEVELOPING AND ACTIVATING TEACHER EDUCATION)

215 EAST 12TH AVENUE
STILLWATER, OKLAHOMA 74074

(405) 372-3900

DIRECTOR: Joye C. Butler

HOURS: Monday through Friday, 2-6; one Saturday per month, to be arranged. Closed June and July.

PROGRAM: UPDATE'S objectives, taken from a survey of district teachers, are as follows: (1) Provide resources and inservice to help teachers identify and meet individual student needs. (2) Create a materials resource center where teachers develop, share, and use instructional materials. (3) Assist the school district in curriculum and staff development.

UPDATE provides teachers and other interested members of the community with opportunities for idea sharing, curriculum development, and professional enrichment. Teachers can consult with other teachers or experts through local teacher center workshops or by attending out-of-town conferences, seminars, and conventions.

Curriculum materials developed by local teachers during federal funding of the center are available for check out. A resource card file of volunteer consultants is also available.

EVALUATION: All activities and materials are evaluated by participants, as well as by the director. An outside annual evaluation is conducted.

RESOURCES: The teacher center has a laminator, Ellison letter-cutting machine, a slide-film copier, a microfiche reader, commercially prepared media, teacher-created units, a recycle center, and space and materials for developing individualized learning activities.

STAFF: Joye Butler, full-time director; Amy Cooper, half-time secretary. Teacher volunteers assist after school and on Saturdays.

SETTING: The center is housed in a former elementary school. A large workroom/resource area, a conference room, and two offices provide space for center activities. Stillwater (38,000 population) is approximately 60 miles northeast of Oklahoma City and 60 miles west of Tulsa.

PARTICIPATION: Elementary and secondary teachers and administrators from Stillwater; Glencoe, Perkins-Tryon, Morrison, Red Rock, and Pleasant View (neighboring towns within a 30 mile radius); Oklahoma State University College of Education students, and parents may participate. Participation is on volunteer time.

FEES AND CREDIT: Contractual arrangements with surrounding districts in Oklahoma. Nominal charge for materials.

AFFILIATION: Stillwater Public School System.

SUPPORT: State department of education grant provides salaries for director and part-time secretary. Stillwater Public Schools provide space, furniture, and utilities for the center.

DECISION MAKING: The Assistant Superintendent for Curriculum and Instruction for Stillwater Public Schools, the director of UPDATE, and a committee of classroom teachers provide direction to implement the teacher center goals and objectives.

ORIGIN: The center opened in October 1978, as part of a federally funded project. A combined, elected group representing Oklahoma State University, Stillwater Public Schools' administration, and classroom teachers wrote the proposal for funding. When federal funding ended in 1981, the center continued to operate with a grant from the state department of education.

INFORMATION: A printed handbook; slide/tape presentation.

BEST CENTER (BETHEL, EUGENE, SPRINGFIELD TEACHER CENTER)

c/o NORTH EUGENE HIGH SCHOOL
200 SILVER LANE
EUGENE, OREGON 97404

(503) 687-3578

DIRECTOR: Cathy Method

HOURS: Monday through Friday, 8-5; and for evening training events as scheduled.

PROGRAM: Our center focuses on six specific areas: gifted and able, instructional microcomputing, mainstreaming, middle schools, reading, and writing. The center recognizes the importance of total environment to the educational process by being responsive to parent and community needs.

The model used most often by BEST Center is adapted from the agricultural extension agent idea. Characteristics of this model are that the response time is short, consultation is done on an informal and individual basis, and the life span of any consultation is negotiable by both the person asking for help and the person offering it. To meet teacher needs not appropriate for this model, BEST Center uses large-group presentations, study and discussion groups, and other formats suggested by users. For example, the center has sponsored "substitute maintenance sessions," a continuing series of classes and exchanges for substitutes and other interested educators, and a ten-week middle school/high school writing course. We offer assistance to teachers in curriculum development, often in the form of mini-grants, a competitive process with grants up to one thousand dollars.

EVALUATION: Teachers are asked to complete an evaluation form after each event sponsored by BEST Center and to complete a "How did it turn out" form for events funded by BEST Center. In addition, the center is evaluated each year by an outside evaluator who makes personal contact with teachers to determine the effectiveness of the center and its staff.

RESOURCES: The center arranges for meeting places for inservice events and provides materials at no cost to teachers. We also have a lending library of materials in our focus areas, as well as a file of resource people available to work with our clients. The center has developed an "index to inservice" system that has information on outside training events; teachers can obtain the information by calling our office.

STAFF: Cathy Method, acting director; Carrie Wiley, secretary/resource person. The center uses temporary consultants (teachers,

	college professors, private consultants) to fill inservice needs.
SETTING:	One classroom at North Eugene High School in Eugene, Oregon. The location is easily accessible by the three participating districts (Bethel, Eugene, Springfield) via freeway. Eugene is located in the Willamette Valley with a population of approximately 205,000 for the metropolitan area. The Springfield metropolitan area has an additional population of 42,000.
PARTICIPATION:	K-12 teachers, substitutes, teacher aides, and administrators from public and private schools in Bethel, Eugene, and Springfield participate on volunteer time. Occasional participants are parents, students, and community. Teachers can obtain release time if their inservice needs fall within the six focus areas and they obtain the support of their building principals. Districts use their own substitute selection and bill the center.
FEES AND CREDIT:	No charge for events sponsored by the center. However, teachers must pay for credit if offered and they want this option.
AFFILIATION:	BEST Center is affiliated with the Bethel, Eugene, and Springfield School Districts, eight private schools, and the University of Oregon College of Education. We also cooperate and share resources with the Lane Educational Service District and Lane Community College
SUPPORT:	Funding is through the US Department of Education (formerly USOE) Teacher Centers Program, with the Bethel School District serving as fiscal agent. Office space and utilities are donated by the Eugene School District. Space for inservice events is donated by all three districts, private schools, and the University of Oregon.
DECISION MAKING:	BEST Center is governed by a 16-member policy board representing the Bethel, Eugene, Springfield School Districts, private schools, administrators from each district (including one school board member), and the University of Oregon College of Education. The policy board meets monthly with center staff to make major programming decisions (under guidelines adopted by the board). The director of the center is hired by the policy board; other staff positions are hired and supervised by the director.
ORIGIN:	The idea for the development of BEST Center came from a group called the University of Oregon College of Education Consortium. This group, consisting of teachers and administrators from the three school districts and from the College of Education, appointed a commiittee to write a proposal for federal funding. The original writing team was led by a Springfield school teacher; the impetus was provided by a local education association president. The proposal was funded to open September 1, 1978, but because of staffing delays, did not begin operating until several months later. BEST Center has received federal funding through the 1981-82 year.
INFORMATION:	BEST Bulletin.

PROFESSIONAL DEVELOPMENT CENTER

NORTH CLACKAMAS
SCHOOL DISTRICT NO. 12
11250 SE 27 STREET
MILWAUKIE, OREGON 97222

(503) 653-3857

DIRECTOR: Sheridan Jones

HOURS: Monday through Friday, 8-4:30.

PROGRAM: The Professional Development Center is one component of the district staff development program. It provides professional assistance to administrators, teachers, and support personnel; district personnel as well as outside personnel as resource people; workshops, classes, and demonstrations designed to meet identified needs; and a place for new ideas, ongoing training, and meetings. PDC is available to assist in organizing specific activities, for example, a "Career Options for Educators" and "Especially for Women" workshop for district personnel. Funds are available for sponsoring activities, producing materials, developing materials, developing programs, and conducting research not funded by other programs. The center also provides information on current staff development activities, on people, materials, and programs, on evaluation of in-district programs, and provides access to networking resources.

EVALUATION: Evaluation is based on an annual review of the following items: request book, needs assessment, user evaluation, activities calendar, quarterly newsletter, workshops, telephone log, evaluation of classes, "Improving Our Teaching" catalogue use, and PDC presentation checklist. The data is converted into a narrative that becomes the basis for developing the next year's goals.

RESOURCES: The center maintains a limited number of materials on site, but provides an extensive file on people, programs, and materials available in the district. Some materials provided by the center are resource materials (books, magazine, pamphlets) and program materials (cassette tapes on topics such as discipline strategies that work and stress skills, worksheets, inventories).

STAFF: Sheridan Jones, coordinator and teacher development specialist; Carole Spark, secretary.

SETTING: The center occupies a facility that provides office space, reception area, resource center, and small and large meeting areas. Milwaukie is about 10 miles from Portland.

PARTICIPATION:	Teachers, administrators, and support personnel from North Clackamas School District No. 12, and occasionally from outside the district, use the center.
FEES AND CREDIT:	Fees and credit are determined by the nature of the activity and the preferences of the participants. Some staff development programs provide college credit and in-district credit.
AFFILIATON AND SUPPORT:	North Clackamas School District No. 12.
DECISION MAKING:	Decisions are made by the center coordinator with the guidance of an advisory committee. The center coordinator reports directly to the district personnel director.
ORIGIN:	The model for the center was developed as a district-funded project in 1977. The center opened in 1978, and was in full operation by the fall of 1979.
INFORMATION:	Center handbook, brochure, quarterly newsletter, monthly activities calendar, fliers.

COMMUNITY EDUCATION CENTER

3500 LANCASTER AVENUE
PHILADELPHIA, PENNSYLVANIA 19104

(215) 382-9778

DIRECTOR: Mary Hale Seymour

HOURS: Tuesday, 1-3; Wednesday, 9-6; Thursday, 3-6; Saturday 9:30-12:30. Closed July and August.

PROGRAM: The Community Education Center has the broad purpose of improving education by bringing teachers, parents, and other community members together in educational activities. In addition, it provides a site from which community groups can operate.

The CEC offers programs of single workshops, workshop series, film shows, advisory services, and drop-in use for the whole community. Types of workshops requested by teachers include: skill building with math; classroom gardening; light and color. Other School District of Philadelphia programs are housed at the CEC, including the Communications Network of the Affective Education Office.

Programs for community focus broadly on education. In 1979-80 the center was funded by the State of Pennsylvania to do a project called "Community Building through Community Education." This program includes silk-screening for senior citizens, an adult basic education class, classes on home repair and other practical subjects, and craft-oriented workshops.

In addition, the CEC as a facility houses Prints in Progress, a silk-screening program for young people, and a dance company. Community groups can use the center to hold meetings; individuals can use the center to teach classes.

EVALUATION: For the Community Building through Community Education project, the CEC is doing a check of how participants learned of the center, what their understanding is of the CEC's role or function in the community, how they would rate the workshop and recommend it to others.

RESOURCES: The teachers' center occupies two workshop rooms, plus access to a triwall shop. The center has teacher-made materials and stuff for replicating them; laminating facilities; commercial learning materials; a wealth of recycled materials free to participants. A modest professional library circulates.

STAFF: Mary Hale Seymour, full-time director; Tenley Stillwell, full-time community education coordinator; Ruth Kuetemeyer, part-time shop consultant; Cecilia Murphy, three-quarter time secretary.

Work-study students have included an administrative intern, a recycler, and an artist-in-residence.

SETTING: The CEC is located in an old Friends School building in West Philadelphia. A redeveloped neighborhood, an inner-city neighborhood, the University of Pennsylvania, and Drexel University are nearby.

PARTICIPATION: The majority of participants are elementary school teachers and aides from all over the school district who attend on volunteer time. Other participants include supervisors, parent scholars, child-care workers, private school teachers, and community. Regular workshops are given for parents and children together. Philadelphia teachers are allowed two release time days per school year. The CEC is an authorized place for these "Observation Days."

FEES AND CREDIT: Philadelphia public school teachers may attend all events and workshops at the CEC for no fee. Others are charged a materials fee.

AFFILIATION: The CEC is a non-profit, tax-exempt corporation affiliated with the School District of Phialdelphia.

SUPPORT: We have as broad-based funding as we can muster in any given time period. The School District of Philadelphia pays the director's salary, pays for some workshop leadership, and provides some supplies. Organizations using the building pay rent. The State of Pennsylvania is currently funding one special project. Other funds come from foundations and contracts. Members of the CEC board volunteer time to the operation of the center.

DECISION MAKING: As a non-profit, tax-exempt corporation, the CEC has a board of directors. These directors, including community and teachers who volunteer their time to the operation of the center, make day-to-day and policy decisions. Staff make program decisions with the advice of the board and its larger constituency. Some of the staff are directly responsible to the board of directors; the director, on the other hand, is a school district employee.

ORIGIN: The CEC grew out of the needs of teachers, parents, adminiistrators, and community people in a seven-school West Philadelphia area. This group saw the success and impact of two other teachers' centers in Philadelphia (the Philadelphia Teacher-Parent Center and the former Advisory Center for the Improvement of Education), but wanted a center closer to them and one that would focus more specifically on parent-community educational needs. The center was founded in 1972 and incorporated in 1973 as a non-profit, tax-exempt organization. It became formally associated with the School District of Philadelphia in 1974 when the Office of Staff and Leadership Development placed a staff person at the CEC.

INFORMATION: Calendars; fliers.

PHILADELPHIA
JEWISH TEACHER CENTER

c/o GRATZ COLLEGE
10th STREET AND TABOR ROAD
PHILADELPHIA, PENNSYLVANIA 19141

(215) DA9-3363

DIRECTORS: Nancy M. Messinger and Miriam Brunn-Ruberg

HOURS: Monday, 10-12 and 2-4; and by appointment.

PROGRAM: The center is an ideal as well as a place. It serves as a do-it-yourself workshop in which educational games are made, learning centers designed, and scrounge crafts created. It provides a warm, supportive atmosphere for all people involved in Jewish education (teachers, principals, consultants, youth directors, camp personnel).

The center is open for drop-in use and scheduled workshops, either for entire school faculties (or camp staffs) or for thematic approaches. Workshops are also presented at Jewish educational conferences. Education students at Gratz College attend special sessions for designing classroom materials at the center. Youth groups and classes also come to make materials and learn about gaming techniques and teacher preparation.

RESOURCES: Workroom, curriculum display area, lounge, access to full Jewish library, media center, music library, educational resource center, games, recycle materials.

Also available at Gratz College is the Elsie and William Chomsky Educational Resource Center located in the High School Annex. The center collects materials on all subjects for Jewish studies and indexes them into an information retrieval system (key punch and light board). Chomsky Center also offers workshops, often with the Philadelphia Jewish Teacher Center.

STAFF: Nancy M. Messinger and Miriam Brunn-Ruberg, consultants for the division of Community Services of Gratz College, are part-time coordinators.

SETTING: The center is located in two large rooms at Gratz College, a school of Jewish education in Philadelphia.

PARTICIPATION: Elementary and secondary teachers and principals from afternoon and day Jewish schools participate on volunteer time. Student teachers from Gratz College, consultants, youth directors, camp personnel also use the center.

FEES AND CREDIT: Nominal fee for materials. No credit at present.

AFFILIATION: Independent, non-profit organization sponsored by the Division of Community Services at Gratz College.

SUPPORT: Gratz College, Division of Community Services and Federation of Jewish Agencies of Philadelphia.

DECISION MAKING: Decisions are made by the coordinators.

ORIGIN: A number of Jewish educators interested in starting a Jewish teacher center in Philadelphia ran a workshop designed to give the Philadelphia Jewish community a foretaste of what a center might offer. The center opened in January 1978.

INFORMATION: Brochures, posters, fliers, newsletters.

PHILADELPHIA
TEACHER-PARENT CENTER

DURHAM SCHOOL
16th AND LOMBARD STREETS
PHILADELPHIA, PENNSYLVANIA 19146

(215) 732-3205

DIRECTORS: Allen Banbury, Learning Centers Project; Julie King, Center

HOURS: Tuesday through Thursday, 9-3, for workshops and "observation days"; Wednesday and Thursday, 4-8; Saturday, 9-12. Closed July and August.

PROGRAM: The purposes of the center are to provide all who are involved in the education of Title I children with material, personal, and professional support in an environment that encourages continuing growth in the understanding of children; also to search for better educational techniques and more communication with each other. Many Title I schools or programs hold staff development sessions at the center. Staff members from the center conduct workshops for these groups.

Three days a week by appointment or during after-school "walk-in" hours, individuals may visit the center to browse, consult, attend a workshop, or make educational aids or furnishings. The center offers a variety of announced workshops open to anyone. These workshops may take place either during school hours or after school. Most are led by staff members and by guests.

The center travels to many schools each year (49 in 1980-81) for one- to three-day workshops in which parents, aides, and teachers make games and triwall furnishings. Staff members also conduct staff development sessions at individual schools on topics such as bookmaking or metric measurement (32 in 1980-81).

EVALUATION: Annual evaluation is conducted by the Federal Evaluation Resource Services of the School District of Philadelphia.

RESOURCES: Cardboard and wood carpentry shop; collections of teaching aids and written resources in mathematics, language arts, creative writing, science, the arts and early childhood education; space and design consultation; lending library of mathematics aids; laminating equipment; duplicating machines; recycled materials; curriculum publications.

STAFF: Full-time: Allen Banbury, project director, mathematics; Julie King, coordinator, mathematics; Zelda Williams, administrative officer; Sandy Caesar, space planning, woodshop; Fred Locke, language arts; Betty Mageira, record-keeping, workshop assistance;

Josie Viviani, thematic education. Part-time: Penny Allison, early childhood education; Bill Batchelor, shop cleaning; James Hamble, transporting materials; Walter Johnson, Steve Cohen, woodshop; Jack McGovern, Donald Rasmussen, language arts, woodshop; Latricia Pitts, parent assistant.

SETTING:	The woodshop and resource room occupy a wing on the second floor of Durham School. Durham also houses an infant day-care center, prekindergarten classes, and a K-5 public school. It is located on the southern fringe of Philadelphia's center city in an area undergoing renewal.
PARTICIPATION:	K-12 teachers, aides, parents, and administrators from Philadelphia's Title I schools--both public and Archdiocesan. Most teachers attend on their own time. Philadelphia teachers may spend two "observation days" per year visiting other classrooms or working in a teachers' center. Special programs also release teachers and aides for staff development on a regular basis (e.g., a half-day per month). "Preparation time" (45 minutes per day) is used by teachers to participate in traveling workshops at schools.
FEES AND CREDIT:	Free. A few courses for inservice credit have been conducted in the past.
AFFILIATION:	We are an ESEA Title I-funded facility of the Learning Centers Project, Division of Early Childhood Education, School District of Philadelphia.
SUPPORT:	ESEA Title I; School District of Philadelphia.
DECISION MAKING:	We do not have a formal policy board. The center works closely with its parent organization, the Learning Centers Project, which is under the Division of Early Childhood Education of the School District of Philadelphia.
ORIGIN:	Don and Lore Rasmussen founded the center in 1967 as a resource for Lore's Learning Centers Project teachers and for Head Start teachers who were being advised by the Education Development Center's early childhood education project. The center moved into its present quarters in 1969, becoming part of the Durham Child Development Center.
INFORMATION:	Bimonthly newsletter, fliers and publications list available on request. A slide/script presentation is available for use at the center only.

PHILADELPHIA TEACHERS' LEARNING COOPERATIVE

c/o PEGGY PERLMUTTER
6618 NORTH 7th STREET
PHILADELPHIA, PENNSYLVANIA 19126

(215) 438-8628 (school)
424-0694 (home)

DIRECTOR: Peggy Perlmutter

HOURS: Thursday, 4-6.

PROGRAM: The Philadelphia Teachers' Learning Cooperative is a group of about 25 educators who meet weekly to study children and the teaching and learning issues that emerge in their classrooms. They seek to develop curriculum based on the interests and strengths of children.

A series of discussion formats (Staff Reviews, Reflective Conversations) developed by Patricia Carini and the staff of the Prospect Archive and Center for Education and Research in Bennington, Vermont, provides a systematic way for the group to study children and classrooms. This study is based on records teachers keep on children's activities, choices, conversations, anecdotes, and collections of children's work. For each presentation, a chairperson and note-taker are selected on a rotating basis from among the group. The most productive sessions have begun with the study of an individual child.

Some subjects of Staff Reviews have been: three older beginning readers; a child who needed support in beginning friendships; a child who didn't feel he was learning unless he used workbooks; a child who was anxious whenever she approached reading; and many more.

Topics for further reflection, often growing from children's work, have included several materials or mediums (pencil, Lego, blocks, paint, drawing, mask), words (balance, fighting, language, rainbow, magic, witch, and so forth), and on samples of work (drawings, writing, taped conversations and reading).

The Cooperative has held several conferences in Philadelphia involving the staff of the Prospect Archive and Center, and another conference on reading featuring Kenneth Goodman.

SETTING: Cooperative meets in members' homes in Philadelphia. Pot luck dinners are held approximately every six weeks.

PARTICIPATION: About 25 elementary and nursery school teachers, administrators, and a former teachers' center director (mostly Philadelphia School District). Also, student teachers being supervised by members and other visitors. All participate on volunteer time.

FEES AND CREDIT: None.

AFFILIATION: Independent.

SUPPORT: No paid staff or building costs. Small amounts of money have been raised through demonstrations of the group's processes for other educators.

DECISION MAKING: Group decision making.

ORIGIN: When the Philadelphia Advisory Center for the Improvement of Education closed in 1978, a group of teachers who had been meeting regularly at the center decided to continue to meet to discuss educational issues, and to invite more people to join them.

INFORMATION: Coming: Monograph from the North Dakota Study Group in February. The entire monograph will be devoted to The Prospect Archive and Center for Education and Research; the Philadelphia Teachers' Learning Cooperative has two articles in it that explain their work in greater detail.

TEACHER RESOURCE CENTER

SCHUYLKILL VALLEY NATURE CENTER
8480 HAGY'S MILL ROAD
PHILADELPHIA, PENNSYLVANIA 19128

(215) 482-7300

DIRECTOR: Richard J. James

HOURS: Monday through Saturday, 8:30-5; Sunday, 1-5. Evenings by appointment.

PROGRAM: The purposes of the Teacher Resource Center are to provide assistance to teachers and others in leadership roles who want to create environmental learning situations. The center offers a collection of materials, equipment, audiovisual programs, and curricula in environmental education.

Schuylkill Valley Nature Center has a commitment to preserve a large area within a major city as open space. SVNC's programs are designed to provide people of all ages and backgrounds with a greater sensitivity to their environment, a better understanding of how living systems work, and a stronger motivation to preserve the quality of life for all the inhabitants of the planet.

The TRC grew out of a grant that provided for the training of Philadelphia school teachers in environmental education and ecology. The TRC runs the program of training for Philadelphia school teachers, along with a series of workshops that run throughout the school year to reinforce the initial summer training. Other programs include graduate courses in environmental education taught by SVNC for three local universities; workshops for a teacher-training program for special education teachers; and individualized workshops for various schools and school districts. Finally, the TRC is used by many interested teachers on their own as they try to incorporate environmental concerns into their curriculum.

RESOURCES: Field ecology testing materials (water, soil, air, light, sound testing equipment); other kinds of field testing equipment (hand lenses, taxonomic keys, microscopes, wind meters); and lending library of professionally-prepared AV programs and curricula in environmental education; 30 films and other AV programs, sample units, and sets of activities prepared by teachers who have been involved with TRC and SVNC; laboratory and field testing equipment; and a room that is the TRC. Other facilities at SVNC include small and large classrooms, a complete laboratory, a hands-on discovery room, small collections of plant and animal specimens, and a library of 4500 volumes on natural history, ecology, and environmental sciences.

STAFF: Richard L. James, executive director of Schuylkill Valley Nature Center; Paul Statzer, assistant director for education; Laura Lee Lienk and Sallie Welte, environmental educators.

SETTING: SVNC is located within the city limits of Philadelphia on 360 acres of land on which there are six miles of trails wandering through fields, forests, and thickets. The building includes a library, gift shop, discovery room, TRC, large auditorium, four classrooms, laboratory, offices, darkroom, shop, graphics room, collections room, and weather station.

PARTICIPATION: SVNC: about 70,000 per year: 20,000 K-12 school children; 5000 K-12 teachers; and the rest general public. TRC: virtually all the teachers above (2000 visits alone in the environmental education program for Philadelphia teachers), the rest involved in our graduate courses. About ten teachers per week as individual interest. Most attendance is on volunteer time, although some teachers do arrange release time.

FEES AND CREDIT: Borrowing privileges are free in the TRC as are individual consultations by appointment. Workshops are $50/half-day per TRC staff member leading the session (schools pay the workshop costs, typically $100 total). Graduate and undergraduate credit are available through Pennsylvania State University, Temple University, and Beaver College.

AFFILIATION: The TRC is part of the SVNC, a private, independent, non-profit corporation. We have developed close working relationships with the School District of Philadelphia as well as with several suburban school districts; and we have been hired by several universities to conduct programs for them.

SUPPORT: About one third of our budget is earned by endowment. The rest is income earned from fees charged for the various programs we conduct, the rental of facilities and organic garden plots, the selling of water, membership in the Nature Center, and major foundation support for specific programs. Substantive non-financial support comes from two kinds of volunteers: teaching, library, and other volunteers, and teaching interns, each of whom spends 15 weeks learning and working at the Nature Center.

DECISION MAKING: TRC as such has no policy board. The staff make the decisions along with input from those teachers who use TRC the most. SVNC has a board of trustees, but the staff make day-to-day decisions and set long-range educational goals. The board hires the staff.

ORIGIN: SVNC began in 1965, the programs began in 1967, and the building was open to the public in 1968. Involvement with teachers came early, and the emphasis on teachers and programs for teachers came in the early '70s. TRC began in 1977 as a distinct entity. This coincided with securing of the grant that made acquisition of the collection of books and materials possible.

INFORMATION: Calendars, brochures, fliers; newsletter, "The Quill."

PITTSBURGH AREA CENTER FOR TEACHERS

223 PORTER HALL
CARNEGIE-MELLON UNIVERSITY
PITTSBURGH, PENNSYLVANIA 15213

(412) 578-3586, 3587

DIRECTOR: Malcolm Woodall

HOURS: Monday through Friday, 8:30-5; Saturday as announced; anytime by appointment. Open all year.

PROGRAM: PACT was founded to offer a continuing opportunity for teachers to upgrade their teaching skills by working with other teachers. Programs grow from expressed teacher needs and include the following:

Teaching advisor: PACT teacher associates visit schools and consult with teachers. Assistance might include suggesting new ways to use existing curriculum, providing supplemental classroom materials, helping to create new materials, or demonstrating new teaching strategies.

Resource banks: PACT keeps a file of university and community resources for field trips and guest speakers. The NET file (Network for Effective Teaching) identifies teachers with demonstrated skills in specific areas who are available on a volunteer basis to help colleagues with individual problems.

Colleague groups: PACT provides the forum for teachers who want to exchange ideas, skills, and experiences on topics of mutual interest.

Inservice programs: At the request of school districts, PACT works with teachers to develop, plan, and conduct the formal professional development days required by the district.

EVALUATION: Individual programs are evaluated on one of three forms. Center use is tracked with the help of a guest registry.

RESOURCES: PACT has a lending library of commercial and teacher-made curriculum materials, and professional books and journals on teaching techniques. Teacher Aid Kits are also available on topics such as composition or uses of the media in the classroom. The center has a thermofax machine, computer terminal, ditto machine, Xerox, mimeograph, and copy stand for slide production.

STAFF: Malcolm Woodall, director; Carole Popchock, program coordinator; Kathleen Gensure, Ann Marie Lenhardt, Bonnie McCarthy, Patricia Mekic, full-time teacher associates; Roberta Leach, Theresa

	Woodruff, part-time teacher associates; Lois Giovengo, secretary.
SETTING:	PACT is headquartered on the campus of Carnegie-Mellon University, in the heart of Pittsburgh's cultural center. The center occupies two rooms--an office and the curriculum library.
PARTICIPATION:	Secondary teachers (grades 7-12) of social studies and language arts comprise PACT's target population. Our service area includes the Pittsburgh Public Schools, Pittsburgh Diocesan Schools, and 29 suburban districts in Allegheny County. Any teacher, administrator, or community organization is welcome to use the center. On occasion, PACT arranges for release time for teachers to attend professional conferences and workshops.
FEES AND CREDIT:	None.
AFFILIATION:	Carnegie-Mellon University.
SUPPORT:	US Department of Education (formerly USOE) Teacher Centers Program.
DECISION MAKING:	A policy board, made up of teachers, school board members, community and university representatives, governs the center. The policy board personnel committee hires staff. The director and program coordinator supervise the day-to-day operations and, along with the teacher associates, make programming decisions.
ORIGIN:	On October 1, 1979, PACT opened for business after being awarded a three-year federal grant. The impetus for the proposal came from the Carnegie-Mellon Education Center's long history of working with teachers on a variety of education projects. Bette Hutzler, a graduate student from the Education Center, wrote the original proposal and served as PACT's first director.
INFORMATION:	Brochure; poster with return cards for collecting names for the mailing list; monthly newsletter; special program announcements.

CRANSTON TEACHERS' CENTER

EDEN PARK ELEMENTARY SCHOOL
180 OAKLAND AVENUE
CRANSTON, RHODE ISLAND 02910

(401) 461-6485

DIRECTOR: Judy Grilli

HOURS: Monday through Friday, 8-5; Saturday by appointment.

PROGRAM: During the 1981-82 school year, the center is offering eight two-credit courses through Rhode Island College, taught by Rhode Island College instructors and offered at the center. Course titles include "Computers and Educational Applications" (elementary and secondary), "Improving Discipline in the Schools," and "Basic Sign Language." Workshops led by teachers and staff are offered on topics such as Chisenbop, learning games, first aid, calligraphy. Most workshops are single sessions.

The center awards eight mini-grants of $250 each, four to elementary teachers and four to secondary teachers.

EVALUATION: Each workshop is evaluated by participants.

RESOURCES: Laminator, ditto, office machines.

STAFF: Judy Grilli, director; Jean Dawson, elementary coordinator, 10 hours per week; Lorraine Galloway, secondary coordinator, 10 hours per week; Lisa Wyrostek, secretary.

SETTING: The center occupies two rooms in the basement of Eden Park Elementary School. Cranston is a suburban community about five miles from Providence.

PARTICIPATION: K-12 teachers from public and private schools, central office and building administrators, parents, and community.

FEES AND CREDIT: Courses, workshops, and materials are free. Courses offered for college credit.

AFFILIATION: Rhode Island College.

SUPPORT: Funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: Seventeen-member governance board.

ORIGIN: A group of teachers attended an AFT conference in Washington, DC, and learned about the availability of federal funding for teacher centers. They wrote a proposal, which was supported by the administration and board, and received funding in 1981.

INFORMATION: Newsletter, fliers.

#1 TEACHER CENTER

W.A. PERRY MIDDLE SCHOOL
2600 BARHAMVILLE ROAD
COLUMBIA, SOUTH CAROLINA 29204

(803) 254-5314

DIRECTOR: Jim Hockman

HOURS: Monday and Wednesday, 8:30-6; Tuesday, 8:30-8; Thursday, 8:30-9; Friday, 8:30-5. Summer hours: Monday through Friday, 8-4.

PROGRAM: The purpose of the #1 Teacher Center is to improve teacher effectiveness in meeting the needs of students. The program focuses on principles and techniques of classroom mangement and the teaching of basic skills, and consists of three components: (1) The classroom management workshop series--to bring about constructive change in classroom management, to develop materials for dissemination to all teachers, and to demonstrate the effectiveness of specific classroom management techniques; (2) TACTIC (Teachers Acting Creatively to Improve Competencies) sessions--to organize and conduct weekly sessions for teachers that provide information and instruction on improving basic skills and to organize and conduct weekly sessions as requested by teachers that provide information and instruction in specific areas; (3) The Service Center--to provide a variety of support services to all teachers, to provide services to teachers who wish to develop classroom materials, and to assess the needs of all teachers served by the center.

EVALUATION: Evaluation forms are given to each participant after each workshop or inservice activity.

RESOURCES: Work area with tables; professional library of books and journals; videotapes and films; free and inexpensive materials; recycle materials; copying machine, laminators, drymount press, typewriters, record players, tape recorders, cameras; teacher-made materials on display.

STAFF: Jim Hockman, director; Jennie Thompson, assistant director; Shelia M. Goodwin, administrative assistant; Betty Carson, secretary; Ken Medlin, student assistant.

SETTING: The center, located in W.A. Perry Middle School in Columbia, occupies two large adjoining classrooms. The center is centrally located in Richland School District One.

PARTICIPATION: The #1 Teacher Center serves all public and non-public teachers, K-12, in Richland School District One. Participation is on a volunteer basis.

FEES AND CREDIT: Workshops and credit courses are offered free. There is a small fee for use of laminator and copy machine. State recertification credit and upper increment are available for credit courses.

AFFILIATION: Richland School District One.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program, Richland School District One, and South Carolina State Department of Education.

DECISION MAKING: Policy board made up of nine teachers, one non-public school or special education representative, one librarian, counselor, or coordinating teacher, one administrator, one parent, and two higher education representatives. The center directors are responsible for all program, policy, and personnel matters.

ORIGIN: The center opened in 1978 after a grant proposal written by several teachers was funded by the federal Teacher Centers Program. A policy board was selected and a coordinating teacher was hired.

INFORMATION: Monthly newsletter; fliers; brochures; slide/tape presentation.

FLORENCE SCHOOL DISTRICT ONE/
FRANCIS MARION COLLEGE
PROFESSIONAL DEVELOPMENT CENTER

SOUTH DARGAN & PINE STREETS
FLORENCE, SOUTH CAROLINA 29501

(803) 669-4141

DIRECTOR: Jeff Lee

HOURS: Monday through Friday.

PROGRAM: Rather than being a teacher center as such (with a special location and staff), the Professional Development Center is a coordinating agency for staff development within the city school district.

The major focus of the Professional Development Center is providing teachers and administrators with relevant and coordinated inservice opportunities. This service is provided through (1) assisting individual schools with in-building inservice, (2) providing and coordinating districtwide training opportunities, and (3) assisting teachers and administrators seeking advanced degrees.

To assist in meeting the training needs of teachers, the Professional Development Center makes extensive use of the school district's partner in the venture--Francis Marion College. Both the president and the academic dean of the college have given their whole-hearted support to the efforts of the center. College faculty members are encouraged to assist whenever possible. Where feasible, new courses are designed to meet specific needs within the district.

A significant part of the program is the district's Certificate Through Inservice plan. The point system makes it possible for teachers to receive recertification credit (the equivalent of six semester hours every five years) for legitimate inservice activities.

The center sponsors a regular Teaching Tips Contest, with winning tips being published in the Professional Development Newsletter. Release-time scholarships are available to selected teachers for self-directed study that would improve their effectivness. Workshops and sharing sessions offered by the center include discipline, current events and history, legal liability and science teaching, learning center for letter writing and paragraph construction, short workshops for language arts. College credit courses include marine biology, problems in teaching economics in secondary schools, problems in teaching economics in elementary schools.

EVALUATION: Different evaluation approaches are used for different experiences. For workshops or activities to qualify for inservice credit, a description of the evaluation procedure must be included before they are approved. Participants fill out an evaluation form after workshops and seminars.

RESOURCES: The Professional Development Center has access to all college and school district facilities. The college media center, which has TV and audio production capabilities, is available to teachers and administrators for special projects. The college faculty is generally available to provide assistance and conduct workshops.

STAFF: Jeff Lee, director and associate professor of education; Sheila Tetley, secretary.

PARTICIPATION: The center is open to all teachers in the district. Some release time is available for special situations.

FEES AND CREDIT: All services of the center are free. In some instances, when an outside agency is contracted for a special activity, a nominal fee may be charged.

AFFILIATION AND SUPPORT: The Professional Development Center is the joint effort of the Florence District One Schools and Francis Marion College. The district and the college share the cost of the director's salary. Other costs are assumed by either institution depending on the nature of the activity.

DECISION MAKING: The overall coordination of the center is the responsibility of a steering committee chaired by the director and composed of representatives of the college and the school system. Specific policies are determined by the Professional Development Center advisory committee which is composed of four teachers, three principals, four district administrators, and the director.

ORIGIN: The Professional Development Center grew out of informal meetings between college and district administrators. The desire was to involve the college and its resources in supporting the schools on a systematic basis and for the school district to provide a more systematic approach to inservice. The center began during the 1978-79 school year. Its first task was to develop a specific program for coordinated staff development and certification.

INFORMATION: *The Professional Development Newsletter* is distributed approximately every month to announce districtwide workshops, clarify certification policies, describe exemplary in-building inservice activities, and provide information from books and journals that may be of value to teachers.

LITTLE WOUND TEACHER CENTER

LITTLE WOUND SCHOOL
PINE RIDGE RESERVATION
KYLE, SOUTH DAKOTA 57752

(605) 455-2461, ext. 22

DIRECTOR: Colleen Brewer

HOURS: Monday through Friday, 8-4; open Saturday and Sunday for workshops.

PROGRAM: The Little Wound Teacher Center was created for the use of teachers and aides at Little Wound School and for the use of undergraduate Teacher Corps interns from Little Wound and other schools on the reservation.

Workshops are held once weekly from 3-5, and seminars are held one weekend each month. An artist-in-residence program provides for an artist (weaver, photographer, stained glass craftsman) to work at the center for a minimum of two weeks.

The artist and director assist teachers in developing materials for their classes, and several publications have been written and printed at the center.

RESOURCES: Professional library, textbook exchange, spirit duplicator, thermofax, offset press, photographic darkroom, electronic typesetting machine, drymount press. A large conference table, soft couches and chairs, and many live plants are arranged to make interest areas for curriuclum development, general meeting, printing and binding; there is a small weaving area, as well as the library and textbook exchange. Computer room with three Apple computers.

STAFF: Colleen Brewer, half-time director; Bernadette Stover, printer/artist; Mary Featherman, part-time secretary; Joanne White Thunder, administrative assistant.

SETTING: A large portion of the old dining room in the Little Wound School was remodeled for the center. Kyle is in the geographical center of the Pine Ridge Reservation, the second largest in the country with 4353 square miles. The reservation, in southwest South Dakota, is bounded by the Black Hills on the west, the Badlands on the north, and Nebraska to the south.

PARTICIPATION: All elementary and secondary teachers and teacher aides on the Pine Ridge Reservation attend on school time, release-time inservice days, and on volunteer time. High school students and community are welcome to participate in workshops.

FEES AND CREDIT: No fees are charged. College credit is offered for various workshops; undergraduate credit is free to participants, and the school board pays for graduate credit.

AFFILIATION: Black Hills State College Indian Teacher Corps Project.

SUPPORT: Teacher Corps, Johnson-O'Malley funds, federal "874" funds (given to areas that are "federally impacted"), and Little Wound School.

DECISION MAKING: Governing committee made up of school administrator, teachers, community representatives, and the director.

ORIGIN: Initiated with funds from the Teacher Corps Project through efforts of teachers, administration, and with the guidance of David and Frances Hawkins and the staff at the Mountain View Center for Environmental Education at the University of Colorado, Boulder. The Mountain View Center has been working with learning centers on the reservation since the early 1970's.

INFORMATION: Various articles throughout the school year in the local paper; Teacher Corps Network Newsletter; and other publications. Also brochure of each artist-in-residence session.

TEACHERS' CENTER

JEFFERSON SCHOOL
ST. JOE AND EAST BOULEVARD
RAPID CITY, SOUTH DAKOTA 57701

(605) 394-4054

DIRECTOR: Emilie Zacher

HOURS: Monday through Friday, 3-5; evenings and Saturdays, by appointment only. Closed June through August, but visits during the summer can be arranged by calling Emilie Zacher at (605) 343-3788.

PROGRAM: Teachers more and more are saying to themselves, "We're professionals and we need some contact with each other to keep abreast of new trends." Just as doctors in communities get toegther to share ideas and discuss advances in medicine, teachers, too, need to get together to make new materials in the classroom, read professional books, review commercial materials, and attend workshops. No teacher alone can do all that keeping up with what's happening. But a teacher who's an active participant in a teachers' center can.

Centers help to compensate for insufficient college preparation and inadequate opportunity for inservice training. For example, where does the new teacher go for help with a discipline problem that four years at the university never covered? Where does the intern go for tips on motivating the learner? So a center becomes a nucleus for inservice training--both formally, through workshops and scheduled lectures, and informally as teachers share and help each other with problems.

The Teachers' Center is a "nesting place for new ideas"; a place for administrators and teachers to work toward changes in education; a learning place for people interested in becoming teachers; a place to meet other teachers, share ideas, problems, and alternatives; a place to take credit courses that combine theory and practice; a place to make things or do cardboard carpentry; a place to get ideas and materials for the "Creative Sciencing the Gifted" project.

EVALUATION: Workshop evaluations--"Taking Stock (not to be confused with cattle rustling)"--provide an ongoing, informal needs assessment.

RESOURCES: Lounge area for talking, relaxing, and reading; workshop for making things; classroom for teachers' active learning and curriculum development; cardboard carpentry tools, paper cutters; scrounged materials (wallpaper samples, tubes, fabric scraps, carpet samples); books; materials on the gifted, and science supplies.

STAFF: Emilie Zacher, part-time center director and science resource teacher; Paula Klein, full-time Creative Sciencing the Gifted project director (Title IV-C). Three junior high students (CETA) assist teachers and help in the preparation of workshops.

SETTING: The center is housed in Jefferson School, in the middle of Rapid City, and has two classrooms and the gym. The Instructional Materials Center is also housed in this building. Rapid City is close to Mount Rushmore in the Black Hills of South Dakota, just east of the Wyoming border.

PARTICIPATION: K-6 teachers from six school systems participate on volunteer time. Occasional visitors are administrators, parents, children, and the community.

FEES AND CREDIT: Our school board will allow "salary lane change" credit and has established a professional growth council. Educators receive one credit (which costs $10) for each 10 hours of work in the center.

AFFILIATION: Rapid City Area Schools.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: Teacher-operated through a policy board, which has full authority and responsibility for the development of the center.

ORIGIN: We began in May 1975 with a planning grant from our state department. For a year we talked. Then in May 1976, Emilie Zacher and Rosanne Beck traveled to a teachers' center conference in Washington, DC, where they had a chance to talk with other teachers involved in centers. On the way home, they visited two centers in Chicago. Then it really began. A summer of painting, building, scrounging, organizing, creating. These beginnings were aided by Patricia Zigarmi, who was then South Dakota staff development director.

INFORMATION: Monthly calendar, fliers.

COOPERATIVE TEACHERS' CENTER

241 FORBES AVENUE
CLARKSVILLE, TENNESSEE 37040

(615) 645-2610

DIRECTOR: Patricia Eisenmann-Donahue

HOURS: Monday, Wednesday, Friday, 9-5; Tuesday and Thursday, 9-8:30.

PROGRAM: Specific objectives of the center include: (1) providing relevant, need-related inservice assistance to teachers in areas of renewal and development of academic skills, classroom and individual management, to promote optimal learning environments for students; (2) improving reading instruction through teacher training opportunities, materials development, and consultant support; (3) providing parents and teachers with a relevant immediate resource base for technical assistance in helping with students' educational and developmental needs; (4) providing opportunities and materials for teachers to design, develop, and implement new curricular programs based on student need; (5) providing participants a designated location to make, take, and partake.

The center offers materials-making assistance on a drop-in basis. A consultant has been hired to coordinate a pilot reading inservice program for all faculty in one elementary school. Most of the program will take place after school, but may also include in-classroom reading assistance. Tele-explorer (telephone communication) units are being introduced into four schools.

EVALUATION: Each summer an evaluation is planned in cooperation with an evaluation consultant hired by the state department of education through technical assistance monies.

RESOURCES: Resources include a Xerox 7000 copier, a 3M copier, two ditto machines, a drymount press and laminating machine, paper cutter, AV Matic, two cassette recorders, a record player, and a filmstrip projector. Also available are two conference telephones for "field trips by phone." Supplies include duplicating paper, thermal spirit masters, stencils, folders, envelopes, markers, poster paper, laminating film, construction paper and miscellaneous supplies. We have a small library of resource materials, skill development games and booklets, and a Phi Delta Kappa Reavis Reading Center.

STAFF: Patricia Eisenmann-Donahue, full-time director; Patricia Smith, full-time secretary; part-time college student to be added in autumn.

SETTING: The Cooperative Teachers' Center is situated centrally in Clarksville, Tennessee, 50 miles northwest of Nashville. Space is provided through a contractual agreement with Austin Peay State University, and is located in a university-owned house converted into offices. Four medium sized and one small room comprise the center, which also has a fully equipped kitchen and bath.

PARTICIPATION: Participants include the administrators, about 800 teachers, teacher aides, parents, and some students in the Clarksville-Montgomery County School System and one non-public school. Approximately two thirds of participation is from elementary teachers. Student teachers (approximately 100/year) use the center. Most participation is on volunteer time, but teachers may apply for release time for the following reasons: (1) development of innovative program or curriculum projects; (2) attendance at structured workshops (teachers' center-sponsored or other); (3) attendance at conferences; (4) visits to other classrooms for a day to observe and gain knowledge of another's teaching/learning activities.

FEES AND CREDIT: Inservice credit may be applied for. No fees.

AFFILIATION: The fiscal agent is Clarksville-Montgomery County School System. The center is called "cooperative" because it is cooperatively sponsored by the Clarksville-Montgomery County Schools, the Clarksville-Montgomery County Education Association, Austin Peay State University, and the Clarksville Academy.

SUPPORT: The entire project is funded by US Department of Education (formerly USOE) Teachers Centers Program with in-kind assistance given by the Clarksville-Montgomery County Schools and Austin Peay State University as well as the Clarksville Academy.

DECISION MAKING: The policy board consists of 18 members: nine teachers, three higher education, one non-public school, one teachers association (non-voting), two board of education, one supervisor of instruction, one principal, one teachers' center director (non-voting), one retired teacher, superintendent of schools (non-voting), and coordinator of instruction (non-voting). Programming decisions are made by staff with assisance from ad hoc committees in major program areas. Staff are hired by the policy board personnel committee and supervised by the center director.

ORIGIN: The center was conceived by a group composed of teachers from the Clarksville-Montgomery County Schools, the Clarksville Academy, Austin Peay University, and the Clarksville-Montgomery County Education Association. No special movement precipitated this. The group became aware of the federal funding and took advantage of the opportunity to apply. The center was funded in fall 1978 and opened in March 1979. It has been refunded for FY 1981-82.

INFORMATION: Newsletter approximately every month; brochure.

WEST TENNESSEE TEACHER CENTER

1661 PHILLIPS
DYERSBURG, TENNESSEE 38024

(901) 285-7210

DIRECTOR: Jeannie LaRue

HOURS: Monday, 8 am-8:30 pm; Tuesday through Friday, 8-5; second and fourth Saturdays, 9-1; workshops by appointment. Summer hours: Monday through Thursday, 9-3.

PROGRAM: The main purpose of all activities developed by the West Tennessee Teacher Center is to give teachers both a voice and a choice in their own professional development. Workshops on such topics as learning centers, positive discipline and motivation, and puppet-making are offered. Regular drop-in hours are maintained to allow teachers to come in for make-and-take or research. Materials are provided and displays of activities and games may be copied. A professional materials library contains hundreds of books that can help teachers develop curriculum for their classes.

Because of the widespread geographical area served, mobility is a necessary focus for WTTC. Workshops are held at various sites in each system upon request. A mobile delivery system has been developed to allow teachers to check out books from an annotated bibliography distributed to each school. These materials are delivered monthly. A circle-dialing telephone line provides a communication link to liaison teachers in each school. Liaisons, who are elected by their peers, are responsible for ordering materials, delivering newsletters, and workshop registration. They also provide a means for communicating teacher needs and suggestions on a regular basis.

EVALUATION: Workshops are evaluated both formally and informally. Daily records are kept of drop-in and workshop participation. An evaluation consultant conducts personal interviews with teachers.

RESOURCES: The center has a professional materials library with check-out privileges and a mobile delivery service to outlying districts; a preview center for new curriculum and AV materials; teacher-made games and activities display with materials; a puppet-making center; a lounge and kitchen for relaxing. Equipment includes a Xerox copier, ditto machine, typewriter, transparency maker, two automatic laminators, a letter-cutting machine, and AV equipment.

STAFF: Jeannie La Rue, director; Janice Stephens, materials supervisor; Ruth Newbill, part-time librarian.

SETTING: WTTC is located in Dyersburg, the geographical center of a four-county area in northwest Tennessee. The center, which serves teachers in six school districts in the four counties of Dyer, Lake, Lauderdale, and Gibson, occupies a 1500 square foot building recently constructed by the Dyer County Trades and Industry class. It consists of a large meeting/work area, library, lounge, office, kitchen, bath, and storage room.

PARTICIPATION: K-12 teachers, administrators, and other school personnel from six northwest Tennessee school districts. Parents also attend workshops and have done volunteer work for teachers at the center.

FEES AND CREDIT: Workshops and materials are provided free of charge. Most systems offer inservice credit for participation in center programs. A small fee is charged for copying and laminating services.

AFFILIATION: Dyer County School System is the fiscal agent. The center is a collaborative effort of six school districts: Dyersburg City Schools, Dyer County Schools, Lauderdale County Schools, Trenton Special School District, and Gibson County Schools.

SUPPORT: Funded by a grant from ESEA Title IV-C and by Dyer County Schools and Dyersburg City Schools.

DECISION MAKING: WTTC is governed by a 24-member policy board made up of 12 teachers, six administrators, one representative from higher education, one parent, one school board member, one community liaison, the superintendent of the fiscal agent, and the center director.

ORIGIN: The idea for the center originated in 1978 with Dwight Hedge, the Dyer County superintendent. He formed an advisory council, and a proposal was submitted to ESEA, Title IV-C. A planning grant was awarded in July 1979. The center formally opened October 1, 1980.

INFORMATION: Slide presentation; brochure; monthly newsletter/calendar; bibliography; videotape of Tennessee Teacher Centers Network.

MIDDLE TENNESSEE
TEACHER CENTER CONSORTIUM

Mailing Address:
WILSON COUNTY SCHOOLS
415 EAST MARKET STREET
LEBANON, TENNESSEE 37087

1116 COLUMBIA AVENUE
FRANKLIN, TENNESSEE 37064

(615) 790-2040

DIRECTOR: Connie J. Smith

HOURS: Weekdays, 8-3:30. Center office open in summer.

PROGRAM: The MTTC, an ESEA, Title IV-C product of the Consortium for the Improvement of Instruction in Middle Tennessee, acts as an organizational clearinghouse for providing inservice directly to teachers and administrators in member counties and school systems. All curriculum areas are stressed as needed. The project has a four-year funding potential.

Daytime, after-school, evening, and Saturday inservice workshops are given at local sites for top priority topics (for example, accountability, Chisenbop Math Techniques, learning problems) identified by needs assessment. Consultants from higher education, teachers and administrators from member counties, and others conduct the inservice workshops. Presentations are often to large groups (200 participants), which afterwards break up into smaller sessions. Each member county and school system in the Consortium receives ten days of inservice programming per year for teachers who wish to partipate.

EVALUATION: Evaluations are conducted after workshops.

RESOURCES: There are some monies for purchase of learning materials or materials needed in inservice sessions, such as "System 4" materials.

STAFF: Connie J. Smith, full-time director; Betty Fleming, full-time secretary; Beverly Reece, half-time graphics designer.

SETTING: A clearinghouse/office is maintained at the Lebanon address. Activities are offered at local sites, ususally for two adjoining counties.

PARTICIPATION: K-12 teachers and administrators from 14 suburban and rural Consortium agencies in a 150-mile radius. Some participation is on release time and some on volunteer time; all participation is voluntary.

FEES AND CREDIT: Free to both participants and member systems. Inservice credit offered for all activities. Mileage and meals are paid (up to $15) for adjoining county participants when they must drive substantial distances.

AFFILIATION: All teachers and administrators in the following middle Tennessee counties and school systems are members of the Consortium: Austin Peay State University, Bedford County, Catholic Schools Diocese of Nashville, Franklin County, George Peabody College of Vanderbilt University, Giles County, Independent Schools of the Nashville Area, Lawrence County, Lebanon 10th District, Marshall County, Middle Tennessee State University, Montgomery County, Robertson County, Tennessee Education Association, Tennessee State University, Williamson County, Wilson County.

SUPPORT: ESEA, Title IV-C. Member LEA's provide space and organization-wide facilitation.

DECISION MAKING: A policy board of 38 members, with an elected chairperson, Betty Phillips, governs the teacher center. The composition is of teachers, administrators, and members of higher education. Monthly meetings are held for this group to decide policy and procedures. A smaller group, the executive committee, elected from members of the policy board, meets twice monthly in "workparty" meetings to develop policy to be proposed to full vote in policy board meetings.

ORIGIN: A group of educators from member systems met at Peabody College, Nashville, in October 1977. Improved inservice was the top priority and the group continued to meet for a year. After investigating private foundations and other sources, the Consortium received support from ESEA, IV-C, on July 1, 1978, and began operations September 1, 1978.

KNOXVILLE CITY/KNOX COUNTY TEACHER CENTER

232 CHURCHWELL AVENUE
KNOXVILLE, TENNESSEE 37917

(615) 525-7044

DIRECTOR: Marti Richardson

HOURS: Monday, Wednesday, and Friday, 9-5:30; Tuesday and Thursday, 9-7:30; open late afternoons and evenings when workshops and meetings are scheduled.

PROGRAM: Center objectives are to be a teacher center that listens to teachers and responds with relevant inservice programs and curriculum development projects; to provide a place where teachers can gather to share ideas and work on classroom materials in a friendly and comfortable atmosphere; to encourage the use of teachers as resources in training and curriculum development, the use of programs of proven effectiveness, and the use of research in solving educational problems; and to coordinate teacher center efforts with existing resources and programs available in city and county schools (both public and private), colleges, and our community.

Seven subsystems have been designated to address the expressed needs of educators in Knoxville. The subsystems include individual instructional materials (commercial and teacher-made), workshops and off-campus courses from the University of Tennessee, professional support, a site that provides open hours, a teacher connection, assessment and evaluation, and information and dissemination.

We program our center from a group of assumptions that are used in many teacher centers across the country. We assume that teachers will be responsible for their own professional development; that teachers will be self-directed and autonomous regarding their continued learning experiences; that teachers' sense of self is crucial to their work and professional development; that the center will support teachers in identifying and meeting their staff development needs; that the center will respect the individuality of teachers who participate voluntarily; and that the center will provide the opportunity for teachers to share their ideas and interests in a place that they feel is their own.

EVALUATION: Quantitative data is collected through a daily log that indicates what each participant did at the center and identifies their school/system. This information is transferred to a color-coded documentation card. Yearly statistics are compiled from this information. Teachers complete check lists that allow them to express their perceptions and informed professional judgments about each workshop they attend. Other qualitative data is obtained by interviewing educators and community leaders.

RESOURCES: Workshop and curriculum display space; teacher-made activities and games; materials preview area; audiovisual preview area; resource materials check-out that is available to teachers on truck delivery; duplication center that includes a xerox, laminator, drymount press, thermofax, mimeograph, and ditto machines; professional library; hospitality area; kitchenette; and video-education equipment.

STAFF: Marti Richardson, director; Margaret Massey, educational coordinator; Elaine Russell, secretary.

SETTING: The center is located in Oakwood Elementary School, which is geographically near the center of Knox County and just a short distance off Interstate 75. Four large adjoining classrooms house the main part of the center; however, the entire school is available when students are not present.

PARTICIPATION: K-12 teachers, total curriculum, and administrative staff from the public and private schools in Knoxville City and Knox County; pre-service teachers from the University of Tennessee and Knoxville College; parents as an extension of the teachers.

FEES AND CREDIT: No fees are charged.

AFFILIATION: Knoxville City (64 schools); Knox County (45 schools); four private schools; University of Tennessee; Knoxville College.

SUPPORT: Funded by ESEA Title IV-C, Knoxville City and Knox County Schools; community support through donations of furniture, equipment, and volunteer services.

DECISION MAKING: A policy board governs the center. The members represent the two local school systems, higher education, and non-public schools. The staff is directly responsible to this board.

ORIGIN: An interested group of educators arranged for the election of a policy board comprised of over 51% teachers. Through this board the teacher center was planned and organized, and began operating on August 9, 1979, with funding from ESEA, Title IV-C.

INFORMATION: Newsletter/calendar every month; brochure; slide presentation.

TEACHER CENTER

METROPOLITAN PUBLIC SCHOOLS
3501 BYRON AVENUE
NASHVILLE, TENNESSEE 37205

(615) 259-5706

DIRECTOR: Alonzo Randalls, Jr.

HOURS: Monday through Friday, 8 am-9 pm; Saturday by arrangement. Open all year.

PROGRAM: The Professional Development Program of the Metropolitan Public Schools stresses the importance of providing professional development experiences that meet individual needs. As an outgrowth of this program, the Teacher Center acts as a hub for professional experiences in the Metropolitan Public Schools.

The Teacher Center seeks to strengthen teachers' skills by providing each opportunities to assess goals and teaching style, and to take charge of professional growth activities. The center offers a variety of workshops, courses, discussion groups, and special programs designed by teachers, administrators, and college educators. These include after-school workshops, all-day seminars, Saturday classes, weekend and summer courses in topics such as classroom management, reading remediation, school law, creativity, values clarification, and drug abuse. Some subjects are offered throughout the school year and provide graduate credit through local colleges and universities. Workshops may be sponsored by any school system department, district office, teacher group, community agency, educational association, university staff, or by the center.

The center is open for daily use of the meeting rooms and library resources. Four secondary subject area curriculum laboratories (language arts, mathematics, science, and social studies), and a special education laboratory are open by appointment for individual use and consultation. A special reading task force developing a comprehensive reading program for the Nashville school system, and bilingual education staff are housed in the center; also located there are the office and classes of the drug education program, which has received acclaim from the National Institute of Alcohol and Drug Abuse.

EVALUATION: Each program is evaluated by means of a form (several forms are used) that asks open-ended questions, such as "how did workshop or program meet your needs."

RESOURCES: Ten rooms for classroom settings, office space, an auditorium, curriculum laboratories, bilingual education center, and space for curriculum development. Professional library containing texts and supplementary books, games and activities, and curriculum materials. Reproduction machines, typewriters, laminators, overhead projector, filmstrip and film projectors, record players, video equipment on a limited basis available to participants in workshops and classes.

STAFF: Alonzo Randalls, Jr., director; Dorothy Barrick, program assistant (drug education); Norma Wheeler, technical assistant; Forrest Rhoads, full-time secretary; one part-time college and some high school students; 20 part-time instructors and consultants.

SETTING: The center occupies a phased-out elementary school in Nashville.

PARTICIPATION: K-12 teachers in the 120 Metropolitan Nashville Public Schools use the center primarily on volunteer time. They also participate on release time and professional development inservice days. Paraprofessionals, parents, students, administrators, preservice students, and college faculties also attend the center. Teachers from surrounding counties in middle Tennessee are invited to participate in college courses.

FEES AND CREDIT: All professional growth programs are offered at no charge to Metro teachers. Doctoral programs are arranged through George Peabody College of Vanderbilt University and Tennessee State University. Undergraduate credit arranged through Belmont College and Trevecca Nazarene College.

AFFILIATION AND SUPPORT: Metropolitan Nashville Board of Education. Participating colleges, universities, and organizations provide additional support.

DECISION MAKING: Decisions are made by the center director with continuous input from teachers, administrators, and affiliated colleges. All programs offered for professional development are monitored by the Professional Development Commission, an appointed commission of teachers and administrators.

ORIGIN: After a recommendation by the Curriculum Advisory Council of the Metropolitan Public Schools in 1971, the Teacher Center was established in the summer of 1973 as a part of a plan for a systemwide focus on teacher training.

INFORMATION: Fliers; biweekly newsletter, "Briefcase"; summer brochures; "Professional Development Guidelines" booklet; slide/tape program, "Professional Development Is Personal Growth."

OAK RIDGE TEACHER CENTER

200 FAIRBANKS ROAD
OAK RIDGE, TENNESSEE 37830

(615) 482-1406

DIRECTOR: Jinx Bohstedt

HOURS: Monday and Wednesday, 9-6; Tuesday and Thursday, 9-8; Friday, 9-4. Saturday by appointment. Open all year.

PROGRAM: Our teacher center, two years old, continues to grow with each contribution, donation, effort, and connection among teachers. It is in this way that we define ourselves and carve out a place for teachers' personal and professional growth. People come to use our resources, join study groups, and share ideas about good teaching. We organize university credit courses which teachers need for recertification and renewal. But we also are perceived as a reaching-out center where we become as visible within the school environment as we want the teachers to be at the center. We promote the advisory and resource person concept so teachers can receive service in the classrooms.

Our program is a balance of elementary and secondary offerings, various subject matters, and long- and short-term involvement. We attempt to use as many non-school resources as possible, such as the Oak Ridge Museum of Science and Energy, Children's Museum, and Appalachian Experience, which have offered workshops through our combined auspices. Classroom teachers lead sharing sessions and workshops which draw both school and community people. Our liaison with University of Tennessee, Knoxville, has resulted in various course offerings for teachers here in Oak Ridge. Our program then is an attempt to balance quality teacher sharing and steady input from current university-level theory.

EVALUATION: We evaluate each workshop and ask for critical assessments from both participants and leaders. An annual evaluation is conducted of the policy board operation and the center's impact on teachers.

RESOURCES: Our center houses the professional library and workshop area in a spacious two-classroom room. One half of an additional attached room serves as a lounge, and the other half as a media production room. Two small offices open into the front lounge area. The site is modern, air-conditioned, and located in a junior high school, next to the cafeteria and Little Theatre so that we are able to plan both large and small events comfortably. We have a laminating machine, copier, and media equipment.

STAFF: We have a full-time program coordinator and resource person for teachers in classrooms and a part-time secretary and keeper of the books. Volunteers help keep the late open hours.

SETTING: We are housed in a junior high building, not more than 15 minutes from every school in the town. We are 30 minutes from the University of Tennessee, Knoxville.

PARTICIPATION: Oak Ridge is a small system with five elementary schools, two junior highs, one high school, one preschool, and one parochial school, K-8. Our regular participants are elementary, junior high, and senior high teachers who participate on volunteer time. Our mailing list has expanded to include "regulars" and newcomers from three surrounding counties. We have also supported the work of several preschools.

FEES AND CREDIT: Workshops and seminars are free. University of Tennessee requires tuition fee and bestows credit for courses offered here.

AFFILIATION: Oak Ridge Schools. Active liaison with University of Tennessee, Knoxville.

SUPPORT: Oak Ridge Schools. We enjoy strong support and have a close working relationship with school administrators. Teaching personnel, administrators, secretaries, and custodians see the center as "part of the system" so they are willing to donate and help out in as many ways as possible. Volunteers come from special interest groups such as NEA, retired teachers, policy board members, and others.

DECISION MAKING: Eighteen-member policy board that hires the director. Each of the members is a leader of an advisory committee made up of volunteers in his/her own school who offer suggestions to the policy board. All told, we are a 60-member nucleus who are involved in decision making. From the policy board we have created a program committee to help the director plan each month's calendar and project long-term offerings.

ORIGIN: A planning grant proposal was submitted to the federal Teacher Centers Program by Oak Ridge Schools in March 1978. The proposal was developed by the policy board consisting of representatives of Oak Ridge Schools, St. Mary's Parochial School, and higher education. At that time the policy board consisted of 15 representatives who received the grant and worked to develop an operational proposal. The center opened in September 1979. As of September 1981, the local school budget incorporated the Oak Ridge Teacher Center.

INFORMATION: Flier; monthly calendar.

CENTRAL TEXAS TEACHERS LEARNING CENTER

EDUCATION SERVICE CENTER
REGION XIII
7703 NORTH LAMAR
AUSTIN, TEXAS 78752

(512) 458-9131

DIRECTOR: Jeff Bormaster

HOURS: Monday through Thursday, 4-7; Friday, open by arrangement; Saturday, 8:30-3.

PROGRAM: Our purpose is to provide teachers with the equipment, materials, resources, and assistance to develop an improved instructional program for students. The center has two materials production centers, supervised by master teachers. The center also provides workshops, mini-awards, and in-classroom assistance for teachers requesting help.

Two special components of the center are: (1) special focus on helping children accept mainstreamed handicapped students through use of puppets and the Kids on the Block curriculum.; (2) a rural schools cooperative curriculum development effort that will develop a grade-level, minimum-competence-based curriculum using curriculum mapping of the actual resources used in the instructional program.

EVALUATION: All programs are evaluated using a questionnaire that is sent to selected participants two weeks after each workshop. Teachers who use the production centers will also be surveyed informally.

RESOURCES: Curriculum library at each production center. The production centers have a variety of equipment for making classroom materials.

STAFF: Jeff Bormaster, director; Sandie Jacobson, secretary; a production center coordinator and a communications specialist to be hired; master teachers at each production center; instructional aide at the Austin center.

SETTING: The Austin production center is located in Education Service Center, XIII. It includes a production lab, library, staff offices, and training space. The New Braunfels center is in an old school and includes a production center, library, lounge, and training rooms.

PARTICIPATION: The center serves educators, K-12, in 15 counties in central Texas. The center facilities are also open to teachers in training and community groups. All participation is on volunteer time.

FEES AND CREDIT: All workshops are free; participants pay only the cost of materials used.

AFFILIATION: Education Service Center, Region XIII.

SUPPORT: Primary funding from the US Department of Education (formerly USOE) Teacher Centers Program. Supplemental funding and in-kind support from Education Service Center, Region XIII.

DECISION MAKING: The 13-member policy board composed of nine teachers, two principals, one IHE person, and one instructional supervisor, meets quarterly to develop and refine center policy.

ORIGIN: In the fall of 1979, there was a growing concern for additional services for teachers in central Texas. A group of educators met and out of that meeting the original policy board was formed to develop a teacher center plan. A planning grant was awarded for the 1980-81 school year, and the center began operating in September 1981.

INFORMATION: Newsletter, brochures, slide/tape presentation.

WAXAHACHIE ADVISORY CENTER FOR TEACHERS

101 EAST MARVIN
WAXAHACHIE, TEXAS 75165

(214) 937-5707

Mailing Address:
BOX 977
WAXAHACHIE, TEXAS 76165

DIRECTOR: Frankilou Jett, Advisory; Clifton Barr, Media

HOURS: Monday through Friday, 7:30-5. Open nights sometimes until 9 or later for planned activities. Closed end of June through middle of August.

PROGRAM: The aim of the center is to furnish support and direction to the development of an educational philosophy that emphasizes the child, but also encourages the teacher's self-growth.

The Advisory sponsors after-school workshops in art, music, recycling, triwall construction, science, math, language arts, and in the design and development of print and manipulative curricula, such as a three-dimensional math kit. Drop-in use of the center for consultation, assistance, and conversation is encouraged. After-school assistance to outlying school systems in available on request.

The Advisory runs "children's days" when teachers bring children to the center and work with an advisor on developing a new skill or teaching technique in a classroom-like situation.

The Media project involves teachers and students in classroom videotaping. Teachers can later replay the videotape and view classroom interactions in greater depth. The project also uses film animation, works with the local Public Broadcasting Service television station, and serves as the videotape library for Waxahachie schools, K-12.

EVALUATION: Evaluation is informal, mostly verbal; a simple rating system is given, but not for all workshops.

RESOURCES: Advisory: consultant from outside the school district, professional library; science, math, and art work areas; curriculum materials, kiln, rock polisher, plants, laminating machines, poster board, greenhouse; cardboard and wood carpentry, scrap materials for various classroom activities. Media: a video recording center, including two videotape machines (one portable) and 19 portable video players. The studio includes super 8 film animation capability for students and teachers to use in curriculum development.

STAFF: Full-time: Frankilou Jett, Advisory director; Clifton Barr, Media director; Susan Wright, secretary. Part-time (indicates grade-level experience): Geneva Sevier, retired primary teacher; Dian Cooper, K, 1, 4; Sydney Barr, 1; Ann Bynum, 2; Billinelle Currie, 2; Suzan Roper, 5, 4, 2; John Hauser, 5, 6; Mike Bryant, 6; Pat Davis, teacher of the emotionaly disturbed. All part-time staff work in the center on a schedule twice a month. They have release time from noon once a month; they work until 7 (they are paid from 3:30 to 7).

SETTING: The second floor of a K-5 elementary school. Six large renovated rooms and a hall. Waxahachie is a rural town of 14,000, 29 miles south of Dallas. As this is still largely a farming area, Waxahachie is not considered suburban yet.

PARTICIPATION: K-6 and a few secondary teachers attend the Advisory, and K-12 teachers use the media component, primarily on volunteer time. Administrators are monthly participants (curriculum-oriented meeting one morning a month). Only curriculum matters are discussed. The school board uses the center frequently for study sessions. Children use the center when teachers make an appointment for them to work under their direction or under direction of one of the staff members. Parents drop in frequently but not on a scheduled basis. The center primarily serves only the local school district.

FEES AND CREDIT: No fees. Credit for Texas Women's University College Course affiliation. TWU is working with the center to provide masters degrees through the center.

AFFILIATION AND SUPPORT: The Advisory Center is part of the local school district and is totally financed by the Waxahachie Independent School District.

DECISION MAKING: The staff and directors are totally responsible for programming and submission of the budget (which has never been rejected). The local administration does not influence the programming. The directors and staff hire new staff members; the directors supervise the staff, who also evaluate themselves individually and as a group.

ORIGIN: Grew out of Education Development Center (EDC) Follow Through advisors' work in 1971, in nearby Rosebud, Texas. When Superintendent Billy Bates moved from Rosebud to Waxahachie, he started the center by bringing EDC advisors to Waxahachie for short consultations.

INFORMATION: Calendar, brochure, and newsletter.

MOAB TEACHERS' CENTER

217 EAST CENTER
MOAB, UTAH 84532

(801) 259-8421

DIRECTOR: Barbara Ing

HOURS: Monday, Thursday, 8-5; Friday, 8-3:30; Saturday by appointment. Closed in July.

PROGRAM: The purpose of the center is to acquire professional research and resource materials not available in this remote area; to improve interschool communication through teachers' exchange visits and visits to exemplary programs in other areas; to improve inservice education through a variety of workshops and higher education classes; to encourage teacher participation in professional organizations by providing substitutes and financial assistance for teachers to attend conferences; to provide a teacher-advisor to work with individuals and groups and to arrange workshops and activities; and to support the learning teacher however possible.

Program emphasis is on reading and math, but all curriculum areas are included. Activities usually take place at the center after school and in the evenings, and sometimes during the day with release time provided by the center. Teachers, parents, aides, and community members participate in workshops on a variety of topics that reflect the concerns of teachers. When appropriate, community resources such as Family Services, Mental Health, National Park Service, and Forest Service are used. The center is open for individual projects during scheduled hours or by appointment.

EVALUATION: After each workshop participants fill in an informal evaluation form.

RESOURCES: Drymount press, photography equipment (including darkroom), AV equipment. Supplies such as paper, pencils, scissors, and paste; make-and-take samples. Meeting spaces and materials production spaces. Professional research resources (access to ERIC terminal); references and resource material for check out. The beginnings of a recycle center.

STAFF: Barbara Ing, director, "I do everything!"; Betty Stephens, secretary, clerk, jack-of-all-trades; part-time help is provided by district's two media specialists, Aleene Nielson and Frances Foy.

SETTING: Located in an area that was once the girls' gym in a middle-school building (circa 1920). Moab is a town of about 8000 in southeastern Utah on the Colorado River, approximately

125 miles southwest of Grand Junction, Colorado, and 250 miles southeast of Salt Lake City.

PARTICIPATION: Teachers and aides (K-12) from Grand County, most of whom live in the town of Moab. Some teachers from a private school 30 miles from Moab also participate. Programs for parents are being developed by request of the PTA. Community members and administrators sometimes participate. Release time is available for materials preparation, workshops, and traveling to conferences. Teachers must submit a request at least two weeks in advance describing the purpose of the release time. It must be approved by the building principal and the center director.

FEES AND CREDIT: No fees are charged for workshops. Recertification credit can be earned if requested, but it is not presently required in Utah. Teachers must pay tuition for graduate classes which Utah State University will provide if ten people enroll. If there are not ten people enrolled, and the class pertains to teacher education, the center will pay tuition to assure the class.

AFFILIATION: Grand County School District.

SUPPORT: Funded by a grant from the US Department of Education (formerly USOE) Teacher Centers Program, with in-kind contributions from the local school district.

DECISION MAKING: The policy board consists of two representatives from the local school board, one from Utah State University extension office, one from a private school, and 12 teachers representing various levels and departments. Staff makes day-to-day decisions with advice from the policy board. The center director is hired by the policy board.

ORIGIN: The proposal to the federal Teacher Centers Program grew out of a plan by the local teachers' association Instruction and Professional Development committee for teachers to help other teachers. With no local funds available to implement the plan, the proposal was submitted and the center was funded in fall 1978.

INFORMATION: Slide/tape program; calendar schedules.

CURRICULUM WORKSHOP

CATAMOUNT SCHOOL
SCHOOL STREET
BENNINGTON, VERMONT 05201

(802) 447-7945;
447-7543 (messages)

DIRECTOR: Jeanne Velon McWaters

HOURS: Monday and Wednesday, 3-4:30; Tuesday, 3-7; and by appointment.

PROGRAM: The Curriculum Workshop's purpose is to provide an additional avenue of learning; enhance "eye-mind-hand" coordination; help pupils gain knowledge about the world of work; and improve attitudes, generally, toward school. It serves teachers as a generating point for ideas, skills, and materials.

A "new teacher workshop" is offered each fall to introduce the center. Other workshops are offered on topics such as math games and bookmaking. The workshops run two to four hours and are held in the Curriculum Workshop Tuesday afternoons from 3:30-5:30. Teachers choose the subject, and the workshop is subject to approval by the superintendent of schools. During open hours, teachers come to construct with triwall and wood, copy and share ideas, read, make games and other learning materials for their rooms.

"By appointment, the director spends about 85% of her time in the classroom with teachers and children. The balance of the time is spent planning with teachers, preparing and delivering materials, scrounging, and producing a monthly newsletter. In a sense, from 8 to 3 each day the Curriculum Workshop is wherever the director is. This facilitates keeping teachers with mutual interests in touch."

RESOURCES: A woodworking shop, hand tools, table saw, and drill press; cardboard carpentry tools; sewing machine, typewriter; professional library; curriculum materials, including games and kits that may be borrowed or made; recycle; space to share and make; access to kiln.

STAFF: Jeanne Velon McWaters, full-time director.

SETTING: A large classroom in the Catamount School. The room is divided into the shop area and a sit-and-relax work spot. Bennington is in southwestern Vermont.

PARTICIPATION: The Curriculum Workshop serves 11 public elementary schools in the Southwest Vermont Supervisory Union School District. The schools are within a 16-mile radius of the Workshop. Presently the center serves day-care people by offering them workshops and the use of the shop.

FEES AND CREDIT: Free. Fifteen recorded meaningful hours in the Curriculum Workshop entitle a teacher to one certification credit. The center presents a series of teacher-to-teacher workshops that qualify as part of the 15 hours.

AFFILIATION: Southwest Vermont Supervisory Union School District (SWVSUSD), Bennington, Vermont.

SUPPORT: The SWVSUSD assesses each school on a per-pupil-cost basis. Groups such as Bennington Day Care pay a yearly membership fee.

DECISION MAKING: Superintendent of schools with input of center director. An informal advisory group of interested teachers acts as a sounding board and helps germinate ideas.

ORIGIN: In 1964 the Ford Foundation financed a project to help raise the standard of education in southwestern Vermont. The vehicle for this was the Cooperative Project for Curriculum Development (CPCD). Toward the end of the project the directors realized that there had been, perhaps, overemphasis on symbolic learning. To bring an added dimension to learning through manipulative experiences at the elementary level, the CPCD applied for funds under Title III of the Elementary and Secondary Education Act of 1965. The project began in 1967, under the direction of William Steel. After the federal monies dried up, the Vermont State Department of Education picked up the costs and ran it as a state demonstration program. In 1975 thee local school districts picked up the costs and reduced the staff from two to one. The present format has evolved over the years in answer to teacher needs.

INFORMATION: Monthly newsletter. Ten-page brochure describing the program with words and pictures. Provide a self-addressed envelope with stamp.

THE CENTER

WASHINGTON WEST SUPERVISORY UNION
MORETOWN, VERMONT 05660

(802) 496-3090

DIRECTOR:	Jean Eisele, Educational Resource Consultant
HOURS:	Tuesday through Thursday, 8-5. On-site school consultation Tuesday and Wednesday; the center itself is open only on Thursdays.
PROGRAM:	The objectives of the center are: 1) to insure the orderly transfer of the Washington West Resource Center operations from federal to local supervision; 2) to insure the maintenance and availability of materials to all Washington West schools; 3) to insure the continuance of a teacher-centered inservice program. The center offers a place for courses or workshops and a storage place for an extensive professional library and a selection of educational materials available upon request to loan for a month at a time. Activities in the center include adult education courses for recertification or graduate credit, the loan of materials and books, and consultation on educational concerns.
EVALUATION:	Evaluation is through the cooperative efforts of the superintendent of the Washington West School District and a districtwide counsel of teachers.
RESOURCES:	Hands-on manipulative materials; an extensive professional library; photography film and videotape equipment including a photography lab and mobile darkroom; laminating machine.
STAFF:	Jean Eisele, educational resource consultant.
SETTING:	The center is housed in the Renaissance Gallery, centrally located in the Washington West School District. Waitsfield is a thriving resort center in central Vermont, one half-hour from Montpelier, the state capital, and one hour from Burlington, Vermont's largest city.
PARTICIPATION:	Elementary and secondary public and private school teachers.
FEES AND CREDIT:	None.
AFFILIATION AND SUPPORT:	Washington West School District; Local Helping Teacher Program funded by State Department of Education; Primary Unit Research, Development, and Implementation Grant funded also by State Department of Education.

DECISION MAKING: Program decisions are made by the districtwide counsel of teachers in conjunction with the Washington West Superintendent and center director, and on occasion with the Supervisory Union Board.

ORIGIN: The Center was "salvaged" from a previously federally-funded center which had been serving the district (and serving outlying districts as well) for four years. A tradition of teacher-centering has been strong in this district for the last decade, and the present bare-bones structure is a result of teachers' unwillingness to be without advisory and material resources to which they have become accustomed.

INFORMATION: Information from the previous center still available includes slide/tape show, policy board manual, several articles explaining teacher advisor and advisor intern programs.

THE TEACHERS' CENTER

GODDARD COLLEGE
PLAINFIELD, VERMONT 05667

(802) 454-8311, ext. 321

DIRECTOR: Celia Houghton

HOURS: Monday, 9-3; Tuesday, 9-6:30; Wednesday, 9-5; Thursday, 9-9; Friday, 9-12. Open most of the summer.

PROGRAM: The purpose of the center is to help teachers find ways to deepen their understanding of children and curriculum and gain new perspectives on teaching.

The center provides help with resources, makes connections among teachers and others, makes visits to classrooms on request, and works with teachers and sometimes their classes at schools. For example, a staff person may visit the classroom or go on a field trip with a teacher and class, using the local environment in the science curriculum.

Workshops, mostly given in response to teacher requests, are conducted primarily by teachers. These are held at the Teachers' Center and at some schools. Recent workshop topics include teaching social skills, photography for teachers, and "Who Goes There?" nature walk. The center is open for drop-in use, as well as for individual and small-group study or meetings.

EVALUATION: The center conducts an internal ongoing evaluation; data is collected for a descriptive documentation.

RESOURCES: Lounge, library with books and curricular materials for loan, art room, math room, darkroom, and a recycle center.

STAFF: Full-time: Celia Houghton, director; Olivia Gray, works in the schools and runs the center darkroom and recycle program; Nancy de Groff, works in schools and in the center on natural science; Nicola Morris, office manager, who also teaches writing in the schools.

SETTING: Light, pleasant rooms, not large, in a dormitory building at Goddard College in rural north central Vermont.

PARTICIPATION: K-12 public and private teachers--more elementary than secondary--attend on their own time. Also parents, Head Start education students, and aides who live or work up to 30 miles from the center in the 700-square-mile project area.

FEES AND CREDIT: No fees. Recertification credit from school districts is requested by individual participants.

AFFILIATION: Goddard College.

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program, and support from Goddard College for maintenance, utilities, and so forth.

DECISION MAKING: A policy board of 11 members, seven of whom are teachers, meets monthly. The policy board personnel committee selects staff, and the college hires staff.

ORIGIN: A group of local teachers and others originated the idea for the center with Celia Houghton, who formerly directed a teachers' center in Greenwich, Connecticut. A grant from the Teacher Centers Program enabled the center to open in September 1978.

INFORMATION: Newsletters, workshop schedules.

TEACHING/LEARNING CENTER

SAXTONS RIVER ELEMENTARY SCHOOL
SAXTONS RIVER, VERMONT 05154

(802) 869-2637

DIRECTOR: Mary Hepburn

HOURS: Monday through Friday, 8:30-3:30; occasionally open on weekends for workshops. Closed during the summer.

PROGRAM: The Teaching Learning Center serves as a collection point for curriculum materials used throughout the largely rural district. The core of the center grew out of Casey Junker's "Child Cycle" project, which made use of discarded materials from Vermont businesses. A group of volunteers keeps the center well supplied with all kinds of recycle materials. Workshops are offered demonstrating possible uses of the wide variety of materials. The center also sponsors educational workshops and inservice training for teachers.

RESOURCES: Math, science, reading, and social studies materials; woodworking area; large selection of recycle materials, including paper of all kinds and sizes, plastics, cardboard, cloth, leather, wood.

STAFF: Mary Hepburn, coordinator, in charge of organizing volunteers to staff and organize center.

SETTING: A corner basement room in a small elementary school in Saxtons River, a small town in southeastern Vermont near the New Hampshire border.

PARTICIPATION: Teachers from eight public schools, a private preschool, and local scout troops use the center.

FEES AND CREDIT: None.

AFFILIATION: Windham Northeast Supervisory Union Schools.

SUPPORT: Local school district provides space. Area businesses provide recycle supplies.

DECISION MAKING: Governing board made up of teachers from the local school district, and interested parents.

ORIGIN: Initiated by teachers of Saxtons River who wished to share their space and collected resources with teachers in neighboring schools and members of the community. Assisted by the principal at Saxtons River School and organized by Casey

Junker, the center opened in 1977. Support for development of the center came from Celia Houghton at Goddard College (where Casey Junker was formerly a student) and from a visit by Saxtons River teachers to the Mountain Towns' Teacher Center in Wilmington, Vermont.

INFORMATION: Junker, Casey and the Children of Westminster West Elementary School. "Childcycle Ideabook." Bellows Falls, VT: Westminster West Elementary School, Windham Northeast Supervisory Union, 1977. A guide to recycling resources for use with children.

THE PRIDE HOUSE

DINWIDDIE COUNTY PUBLIC SCHOOLS
PO BOX 7
DINWIDDIE, VIRGINIA 23841

(804) 469-3350

DIRECTOR: Julia Summey

HOURS: Monday through Friday, 8-4:30. Open during the summer.

PROGRAM: The services of the Pride House (Program of Recurrent Inservice for Dinwiddie Educators) represent a teacher-initiated effort to improve the quality of education for all children in Dinwiddie County. The purposes of the center are: to insure that teachers are the major policy makers in determining the programs and management of the Pride House; to contribute to furthering professional skills and competencies of teachers; to provide resources and technical assistance needed to improve classroom practices; to provide opportunities for teachers to share common concerns and effective instructional techniques and materials; and to provide an environment where teachers can come to work on materials or projects for their classrooms.

Programs and services are available on a voluntary, request basis to individual teachers, small groups, faculties, community people, professional organizations, colleges, and universities. Activities include interschool visitations; demonstrations/observations at the center; conferences; workshops, such as "Art Moves the Basics" for elementary teachers, taught by a reading teacher and a secondary art teacher, how to relate the space program to language arts and social studies, and assertive discipline; development of materials; formal and informal interaction with peers; and publication of teachers' writings. The center is also open for drop-in use.

RESOURCES: Professional library, resource books, sewing machines, recycle materials, file of human and material resources in the county. The center also has access to resources at Virginia State University and the County Resource Library.

STAFF: Julia Summey, director; Esther Vandhitch, secretary.

SETTING: The center is housed in a 2000 square foot double-wide trailer centrally located in Dinwiddie, the county seat. There is an office, reception area, lounge, work space, conference room, kitchen, and bathroom. Dinwiddie (population 30,000) is a rural community of tobacco and peanut farming 45 miles south of Richmond.

PARTICIPATION: The center is open to teachers (K-12), community people, and professional organizations in Dinwiddie County. Teachers attend on volunteer and some release time.

FEES AND CREDIT: No fees. Some course offered for certificate renewal credit. There are plans to offer courses for college credit.

AFFILIATION: Dinwiddie County Public Schools.

SUPPORT: Grant from the US Department of Education (formerly USOE) Teacher Centers Program. Dinwiddie County Public Schools provide the facility.

DECISION MAKING: Sixteen-member policy board representing elementary, junior high, and senior high teachers; supervisors; the school board; Virginia State University; and administrators.

ORIGIN: The Dinwiddie Education Association first began activities in search of a teacher center in 1978. The Association submitted three proposals to the federal Teacher Centers Program, the first of which was an operational proposal followed by two planning grant proposals. Finally, in July, 1981, we were awarded a planning grant to begin in September, 1981.

INFORMATION: Monthly newsletter, brochure.

TEACHER RESOURCE CENTER

NEWPORT NEWS PUBLIC SCHOOLS
1241 GATEWOOD ROAD
NEWPORT NEWS, VIRGINIA 23601

(804) 599-8855

DIRECTOR: Eugene Pointer

HOURS: Monday, 8 am-8:30 pm; Tuesday through Friday, 8-5.
Summer hours: Monday through Friday, 8-4.

PROGRAM: The Teacher Resource Center is a place for teachers; a central point for locating instructional materials; a central place for sharing ideas, finding help, and strengthening instructional skills. It is. . .A TEACHER PLACE. The TRC has a lot to offer: A quiet corner to work and people to help when you don't know where to begin. Three dozen plastic jugs and 30 ways to use them. Ways to challenge students who love to read and ways to capture the attention of those who don't. The TRC gives teachers opportunities to meet their individual and collective needs, thereby enabling them to better serve their students.

The center offers instructional and personal enrichment workshops on topics from "how to infuse career education into the overall curriculum" to "how to put your best foot forward." About 25 workshops are offered each semester. Classroom teachers, instructional supervisors, community resource people, school principals, and TRC staff serve as workshop leaders. Workshops are often scheduled in two sessions to coincide with dismissal times for students. On request, TRC staff also provide instructional programs and activities for teachers at individual schools.

EVALUATION: A formal evaluation survey (division-wide) is conducted each spring. Individual workshops are evaluated after each session by use of a short workshop evaluation form.

RESOURCES: Freebie room filled with recycle materials teachers can use to enhance instruction; extensive professional library; library processing center that receives orders for, processes, and catalogues all books and multimedia items for the school division; multimedia resource area with books, records, posters, kits, sound filmstrips, slides, study prints, flash cards, games, and so forth; reading center with supplemental reading materials for grades K-12; film and video library; science center; media production area with laminating machines, thermofax, duplicator, mimeo machine, construction paper, posterboard, magic markers, glue, scissors, letter cutting machines, materials and equipment for duplicating audio tapes, and materials and equipment for making video and sound slide programs.

Other work areas are also available.

STAFF: Eugene Pointer, coordinator; Gladys Caywood, supervisor, library services; June Loving, supervisor, teaching materials; three secretaries; one audiovisual manager; four audiovisual clerks; two clerk/storekeepers; one library processing manager; six library clerks; two custodians.

SETTING: The Teacher Resource Center is a two story building (a former high school) located in the approximate center of the Newport News school division. It has work and office space for the five major departments that make up the TRC, as well as meeting and display areas, lounges, and kitchen facilities.

PARTICIPATION: The center serves teachers, K-12, from public and private schools in Newport News. It also serves students from five major colleges in the area. Other participants include: other school division personnel, state and city government personnel, and various civic and community groups. Newport News public school teachers may use release time to come to the TRC if a particular service or resource is not available at their own school.

FEES AND CREDIT: No fees. Workshop participants may earn non-college credit toward certificate renewal for attending instructional workshops.

AFFILIATION AND SUPPORT: Newport News Public Schools.

DECISION MAKING: The center has an advisory board made up of one teacher from each of 27 schools, a college representative, two parent representatives, and one administrator for each department housed at the TRC.

ORIGIN: The idea for the Teacher Resource Center began in 1976 when teachers told a study committee what they needed. Two years later, in October 1978, teachers' needs had been surveyed, priorities had been set, and the facility opened for use.

INFORMATION: Monthly newsletter; two pamphlets describing the center are available.

TEACHER CENTER FOR PROFESSIONAL DEVELOPMENT

PO BOX 5886
RADFORD UNIVERSITY STATION
RADFORD, VIRGINIA 24142

(703) 639-9346

DIRECTOR: Joan Scheeler

HOURS: Monday through Friday, 8:30-4:30. Open all year.

PROGRAM: We are a facilitating service designed to bring to bear the existing resources of our region upon the needs of teachers as they strive to help children. The human resources include teachers, supervisors, university personnel, staff of the Virginia Department of Education, and community members. We also call upon the physical resources of each institution that works with us. Needs to be served fall generally within curriculum development and staff development, but are expected to shift in content as we continuously reassess. We sponsor workshops, sharing sessions, conferences, and individual consultations. In some cases these are located centrally within District M, but in most cases they are held in school buildings throughout the area. Most of our work so far has touched upon one of four themes: classroom discipline, individualizing instruction, locating free materials, and activities for teaching gifted children.

EVALUATION: Group sessions usually end with participants leaving us an evaluation card. One member of our staff attends each session and writes a descriptive evaluation. We also rely on written comments by the presenters or facilitators after their follow-up sessions.

RESOURCES: We supply raw materials for some workshops such as triwall because no other organization around here has it. We have started a file of teacher-developed modules for home economics courses. Physical facilities are borrowed from universities and schools *ad hoc*. We have a human resource file of consultants. Professional literature is loaned through the mail, on request.

STAFF: Joan Scheeler, acting director.

SETTING: Our office is in the basement of McConnell Library on the Radford University Campus. Radford is located near Interest 81 in southwestern Virginia.

PARTICIPATION: The center serves six rural counties and two small cities surrounding Radford, Virginia. Our meetings have served primarily teachers who participate on volunteer time, with an occasional university faculty member or school supervisor showing up. Curriculum development sessions get more participation from supervisors. Teachers in the more distant counties tend to join in most frequently when we locate a session in their area. Elementary and middle school teachers are somewhat ahead of secondary teachers in overall attendance figures. Occasionally we receive release time for specific teachers for specific purposes.

FEES AND CREDIT: No charge to teachers for participation. Recertification credit is attached to some workshops, through the cooperation of the eight superintendents.

AFFILIATION AND SUPPORT: We will be funded in 81-82 by a special grant from the Commonwealth of Virginia. We receive a lot of non-financial support from Radford University, Virginia Polytechnic Institute and State University, Virginia Department of Education, and the local education associations.

DECISION MAKING: Governance will change this year to reflect an official state role.

ORIGIN: A policy board began meeting to plan a grant proposal to the federal Teacher Centers Program in February 1978. The UniServ director, Richard Rardin, was a key figure in getting it going. He had considerable help from the Virginia Education Association, the universities, and the Virginia Department of Education. From 1978 to 1981 the center was supported by the Teacher Centers Program.

INFORMATION: We send out monthly newsletters and frequent fliers. A student produced for a radio show a cassette tape that describes our center in the words of the staff and some of the teachers.

SEATTLE CHILD CARE RESOURCE CENTER

Mailing Address:
SEATTLE CENTRAL COMMUNITY COLLEGE
PC 303
1701 BROADWAY
SEATTLE, WASHINGTON 98122

PORTABLE C ROOM 111
SEATTLE CENTRAL COMMUNITY COLLEGE
1701 BROADWAY
SEATTLE, WASHINGTON 98122

(206) 587-4149

DIRECTOR: Mary Jeanne Linford

HOURS: Tuesday and Friday, 12-5; Wednesday, 6:30-9; Thursday, 9-2 and 6:30-9; Saturday, 10-3.

PROGRAM: The Seattle Child Care Resource Center is a place where people involved with or for children (teachers, parents, child-care workers) can come for resources, curriculum ideas, printed materials, recyclables, training, consultation, a sense of community, and relaxation. In addition to shelves where curriculum games and materials made from recycled materials are displayed, participants have access to lesson plans and instructions for making and using the curriculum materials. Workshops in making classroom materials and why they're used in the classroom are given at least once a week at the center. Workshop topics are decided by staff members based on requests from center users, areas in the standard curriculum where training is needed, topics suggested by day-care licensing personnel, and the popularity of past workshops (e.g., puzzlemaking, a popular workshop is repeated every month). Center staff and community resource people present the workshops. Training varies from year to year depending on the contract negotiated with the Department of Social and Health Services.

The resource center is also a meeting ground for community groups concerned with children, providing meeting space and networking among the groups.

RESOURCES: Recycle room with scrounged materials from the community; workroom with paints, glues, construction paper; tool room with scroll saws, drills, and other hand tools that can be used after orientation; laminating/drymount press. Library with current periodicals, newsletters, and books; meeting room available to all child-care/child-related groups in the area; free picture file. Job bank for people in child-care and child-related fields; heritage boxes containing materials from various cultures available for checkout; substitute list for day-care centers.

STAFF: Mary Jeanne Linford, full-time director; Barbara Chattin-McNichols, full-time training coordinator; Teresa Jones, full-time curriculum coordinator; Claudia Roach, recycler; volunteers from the community.

SETTING: The resource center occupies the north half of a portable building at Seattle Central Community College on the #7 bus route on Capitol Hill. Centrally located, the center is accessible to most areas of the city.

PARTICIPATION: Most participants are Seattle/King County area child-care teachers and aides working with children, ages birth to five, from public and private day-care centers and family day-care homes. School-age child-care teachers, parents, administrators, community members, early childhood education instructors and students, and child advocacy groups also use the center.

FEES AND CREDIT: No fees for workshops; materials sold at cost. Credit in early childhood education for attending ten workshops available through Seattle Central Community College. $9.60 per credit and one-time $5 fee if participant hasn't attended Community College before.

AFFILIATION: Seattle Central Community College and Washington Department of Social and Health Vendor Training Program.

SUPPORT: Building space, utilities, printing, and some financial support are in-kind contributions from Seattle Central Community College for the center's Title XX grant (federal Social Security Act). Title XX monies provided through the Washington State Department of Social and Health Services for the inservice training program provide the center director and training coordinator salaries, supplies and paper, telephone, and consultant fees. Materials come from donations from the community and a network of volunteers.

DECISION MAKING: Board of directors is comprised of community college people, college advisors, and child-care workers. Programming decisions are usually made by the board of directors and community college administration. Health/Human Services Division of Seattle Central Community College is responsible for staff and operation of center.

ORIGIN: The resource center was created out of the need for the Title I Child Care Inservice Training Project, housed at Seattle Central Community College, to provide basic materials for child-care centers in the area. The center officially opened November 1, 1976, and was funded by Title I for two years. When Title I monies ran out in August 1978, the center obtained Title XX Child Care Vendor Training funding for inservice training as well as to keep the resource center open.

INFORMATION: Brochure giving general information about the center; joint newsletter that comes out four times a year with eight other organizations; quarterly workshop schedule/poster.

SPOKANE TEACHER CENTER

WEST 1636 FIRST AVENUE
SPOKANE, WASHINGTON 99204

(509) 455-3703

DIRECTOR: Larry D. Skillestad

HOURS: Monday through Thursday, 8-6; Friday, 8-4:30; Saturday, 10-2; other hours by request and for scheduled programs.

PROGRAM: Consider the ever increasing professional demands on educators, the current information explosion, the realization of the expertise existing in experienced educators, and the increasing pressure toward accountability. Given these considerations it is imperative that an efficient, effective, and responsive delivery system be in operation to help address educators' needs. The teacher center is that delivery system. The center can be likened to a supermarket for professional growth. Participants determine what they need to grow professionally, or in other words, determine how the supermarket shelves are to be stocked. Then they shop at their discretion and convenience.

The center provides a supportive staff and programs and seminars presented by local educators, community resource people, and occasionally consultants from outside the area. Programs vary in length from one to thirty hours and address the skill, art, and curriculum objectives involved in the teaching/learning process. Workshops are held after school, in the evenings, on weekends, and occasionally during the school day with release time provided.

EVALUATION: A third-party evaluation of the overall program of the center's activities for 1980-81 was contracted and provided by the Northwest Regional Educational Laboratory. Individual programs are evaluated by each participant on a 4 point scale (4-excellent, 3-good, 2-fair, and 1-poor). Tabulations for each program are made and shared with the presenter. This data is used by the center and the presenter for planning future programs.

RESOURCES: Curriculum resource library; displays of curriculum materials; idea files; workroom with small power tools and hand tools; recycling center; store to purchase paper and related materials; lounge; a small meeting room; an auditorium seating 150 people.

STAFF: Larry D. Skillestad, coordinator; Judy Olson, program specialist; Maureen Baker, learning resource specialist; Pat Koentopp, secretary; a part-time clerical assistant

SETTING: Located in west central Spokane, the center occupies the multipurpose building of a former elementary school. It contains an auditorium, two locker rooms--one used as a curriculum library, the other a small seminar room, a classroom converted into a project place, two stage areas containing "Live Ideas" exchange and recycling center, hallways used for displays, an office, and storage rooms.

PARTICIPATION: Participants include public and non-public school educators within the boundaries of Spokane School District No. 81. Cooperative programs with other agencies reach educators beyond the designated service area. Teachers attend on both volunteer and limited release time.

FEES AND CREDIT: Materials for construction of learning materials are available at cost. No membership fees. If there is a credit option through one of the local colleges or universities, the participants pay the credit fee.

AFFILIATION: Spokane School District No. 81.

SUPPORT: Funded by the US Department of Education (formerly USOE) Teacher Centers Program. Spokane School District No. 81 contributed substantially in start-up costs by renovating the site. Support also comes from the Spokane Catholic Diocese, Spokane Education Association, Washington Education Association, the state Superintendent of Public Instruction and from a large number of teachers volunteering their time and expertise.

DECISION MAKING: The 23-member policy board is made up of public and non-public schoo teachers, administrators, and representatives from each of the four institutions of higher education in the area. The board is responsible for general program, budget, and for developing job descriptions and qualifications for center staff, announcing positions, interviewing, and making final recommendations to the school district board of directors. The center coordinator is responsible for supervision of the remaining staff of the center.

ORIGIN: The impetus for developing a teacher center came from teachers, primarily those who devoted many volunteer hours in Spokane Education Association activities in Instruction and Professional Development. Several teachers monitored the development of the federal teacher center legislation through their work with the national, state, and local associations. The single most important event that stimulated the development of our teacher center proposal was the NEA-sponsored Northwest Regional Conference "Teachers at the Center," held in Portland, Oregon, in January, 1978. After the conference the delegation of teachers, through the Spokane Education Association, submitted a request to Spokane School District No. 81 to formulate a policy board to draft a teacher center proposal for funding. The proposal was developed with help from the district administration and Washington State University education faculty. The center received a planning grant in 1978 and became operational in the fall of 1979.

INFORMATION: Monthly newsletters; bimonthly fliers announcing center workshops and activities; brochure describing the center's purpose and activities.

PUGET SOUND
TEACHING LEARNING CENTER

8001 35th STREET WEST
TACOMA, WASHINGTON 98466

(206) 564-6700

CONTACT: Elayne McClelland

HOURS: Most workshops take place on Saturday, 9-12:30; some after-school activities have been scheduled.

PROGRAM: The Puget Sound Teaching Learning Center is a volunteer organization of teachers and staff representatives dedicated to providing educators and education advocates with teacher-directed workshops on successful teaching ideas and techniques. In the past three years, there have been an average of four workshops a year on topics such as the teacher and the law, cardboard carpentry, teachers for kids, stress, special education, the whole child, discipline, chisenbop, economics, and so forth.

STAFF: The center has no staff, but is operated by the policy board.

SETTING: The center currently uses facilities at the University of Puget Sound for workshops. The Tacoma School District has promised space this fall when enrollment figures are in.

PARTICIPATION: Participants are mostly K-6 teachers, with some 7-12 teachers and some administrators also participating. Other participants include students (mostly education majors from two local universities) and parents.

FEES AND CREDIT: Workshop fee schedule: Preregistration, $4; at the door, $5; retirees and students, $1. Professional credit is available from most districts.

AFFILIATION: Consortium of six local school districts.

SUPPORT: Professional organizations supply printing of fliers and means of distribution through school district courier facilities. University of Puget Sound has supplied facilities for workshops at no cost and has given much encouragement. Several workshops have been presented cooperatively with other organizations, such as the Washington Economic Education Council and the Tacoma Humanities Association. Funding for one workshop was received from the local Educational Service District. Planning board members volunteer their time.

DECISION MAKING: Planning board makes policy and decisions in accordance with by-laws.

ORIGIN: In 1978, a group was formed to apply for a federal grant to begin a teacher center. The Tacoma School District spearheaded this drive. The request was not funded, but the group decided to try a workshop anyway. With the limited backing of the school districts, printing supplied by professional organizations (Uniserv units), and an energetic group of people, the first workshop was a rousing success. And so it continues.

INFORMATION: Fliers announcing workshops.

TEACHER PLACE

380 NORTH PINE STREET
BURLINGTON, WISCONSIN 53105

(414) 763-3946

DIRECTOR: Judith Schulz

HOURS: Tuesday and Wednesday, 1-9; Saturday, 10-4; other hours by arrangement. Open during the summer, Monday through Wednesday, 9-4.

PROGRAM: Teacher Place provides a place and staff to support adults who work with children. A large, informal work space with teacher-made samples and tools is available for drop-in use. Participants can browse, collect and share ideas, and use materials. Workshops are offered on topics such as bookbinding, the money market, creative thinking skills, building with triwall, careers, relaxation therapy for the classroom, and ideas exchange. The workshops are presented by teachers who volunteer their time. Special inservice workshops are given in the center or in schools on request by the school district. Topics include developing individualized classroom materials, storage and display, and language development activities.

Each year Teacher Place conducts a Learning Fun Fest, a fair where children, Scout troops and leaders, teachers, and parents learn from each other in activity booths (e.g., making a geometric construction). Teacher Place also sponsors booths and displays at fairs and conventions, such as the statewide Wisconsin Teachers' Convention.

EVALUATION: Workshop participants are asked to evaluate their experience on a blank sheet of paper. Other evaluation is done through informal interviews.

RESOURCES: Informal work space with tables, chairs, hand and electric tools, sawhorses, paint, papers, templates, letter sets, printer-stamper sets, T-squares. Recycle materials from individuals, factories, and businesses. Picture file, teaching ideas from books, teacher-made samples, magazine$, idea file, and student samples to plagiarize creatively. Small area of new books for purchase. Laminator, mimeo, ditto, thermofax, and copy machines. A comfortable area to relax with coffee, soda, or juice.

STAFF: Judith Schulz, director; teachers volunteer a few hours each month to give tours, laminate, and talk with visitors; two part-time students through Youth Employment Program.

SETTING: One "L" shaped room of 2000 square feet across from a small park, Teacher Place is on the second floor of an old building above a corner bookstore. Located in downtown Burlington, a small town in the center of southeastern Wisconsin easily accessible from a number of highways, the center serves the counties of Milwaukee, Racine, Kenosha, Walworth, and part of northern Illinois.

PARTICIPATION: Mostly preschool through high school teachers, but Teacher Place als serves any adult who works with children--parents, Scout and youth leaders, librarians, camp directors. Children can use the center during scheduled events, such as adult-child day, or a workshop such as kite-making that invites children and adults. Several districts or agencies have released individuals to come to the center during work time. Some districts have professional days on which teachers can choose to work in the center. Inservice days or half-days are being held increasingly at the center with 3-35 teachers attending.

FEES AND CREDIT: Center use is free for individuals; groups are charged a fee. Optional memberships: individuals, $20 per year; families, $25; senior citizens and college students, $10. Members receive a discount for workshops and sometimes can attend free. Individuals who drop in are given a free orientation/welcome; groups are asked for $1 donation per person ($10 minimum). Workshop fees are $.50-$5 or more based on length of workshop and supplies needed. There is a charge for most consumable supplies, but many are free when used at the center. Grocery bagful of recycle materials available for $2.50. One- to three-credit workshop option (undergraduate or graduate) arranged through University of Wisconsin--Whitewater.

AFFILIATION: Independent.

SUPPORT: Memberships; lamination sales; workshop fees; sale of books; sale of supplies; donations of goods, services, and some money; recycling glass; grants. Professional staff nearly 100% volunteer; director is volunteer some months, and paid others (when there is money).

DECISION MAKING: A board of 11 elected members (60% teachers, 20% parents, 20% community members) of Teacher Place meets monthly to make financial, programming, and personnel decisions. A 15-member advisory board (community, business, school board, university) meets with the member board or with committees about four times a year.

ORIGIN: Judith Schulz, a former art teacher, Rae Immenschuh, and other teachers, after driving three hours round trip to teachers' centers in Chicago, felt the need for a local place where they could share skills and ideas. The group got together in Winter 1975, and after 10 months of preliminary work, began sharing ideas and giving workshops at the local teachers' association office. Teacher Place began in September 1976 and moved to the rented space above the bookstore in November 1976.

INFORMATION: For $1 per year anyone can receive our regular fliers and calendars. Please send a stamped self-addressed envelope with requests.

EDIMPRO TEACHER CENTER

GREEN BAY PUBLIC SCHOOLS
200 SOUTH BROADWAY STREET
GREEN BAY, WISCONSIN 54303

(414) 497-6153

DIRECTOR: James R. Anderson

HOURS: Office: Monday through Friday, 8-4. Workshops are held after school, evenings and during the summer.

PROGRAM: EDIMPRO (Educational Improvement Program) is an inservice program aimed at helping Green Bay teachers identify and meet their professional and personal needs. EDIMPRO's aim is to individualize and expand inservice programs available to each teacher to fulfill the 22.5 hours of inservice required each year. Options available to teachers are: attendance at the WEAC State Convention or the NWEA Regional Convention; EDIMPRO-sponsored programs or districtwide inservice programs that have the approval of the Instructional Council; curriculum development in accordance with the district needs; additional study courses related to the individual's teaching areas but not applied toward advancement on the salary schedule; conferences, conventions, seminars, and workshops; and other courses approved by the EDIMPRO board and the instructional council. Workshops are offered after school, evenings, weekends, on "convention days" (state inservice days), and during the summer, and cover a range of topics from academic--"Teaching Writing in the Secondary School"--to personal growth and understanding--"Women and Depression."

EVALUATION: Participants are asked to fill out a program evaluation form that asks them to check their degree of agreement with the statements made about the program (e.g., "the program met my needs . . ."). The form also asks for a brief description of strengths and weaknesses of the program and for any changes participants would suggest. The evaluation design also includes interviews and observations. Statistics are kept regarding the number of workshops offered, number and type of participants, cost per participant hour, type of inservice activities teachers are choosing, and so forth.

RESOURCES: Professional library, curriculum materials, displays of student work, teacher-made and commercial materials.

STAFF: James R. Anderson, inservice specialist; Kathy King, secretary.

SETTING: The center is located in the Central Administrative Offices of the Green Bay Public Schools. The facility consists of a large library area, teacher conference rooms, teacher workroom, and office. Green Bay is a city in northeast Wisconsin located on the tip of Green Bay off of Lake Michigan.

PARTICIPATION: K-12 teachers and support personnel participate on volunteer and some release time. Parents, university students, community members, and other interested educators are invited to participate, but Green Bay teachers have first choice if it is necessary to limit the number of participants in a workshop.

FEES AND CREDIT: Most programs available without charge. Inservice credit.

AFFILIATION: AND SUPPORT: Green Bay Public Schools.

DECISION MAKING: Teacher center policy board composed of five teachers and four administrators. The board serves as a recommending body; final decisions about programs are made by the Instructional Council (a team of district administrators).

ORIGINS: Green Bay's educational advisory council formulated the original program and goals of EDIMPRO in 1975. It began with a part-time director and no facility. In 1976, the policy board was created, a center was started in a local school room, and EDIMPRO became part of the negotiated contract. A full-time director was hired in 1977, and the center moved to the University of Wisconsin--Green Bay. In January of 1981, when the Green Bay Public Schools consolidated its offices from several different locations into one newly remodeled school, the center moved to its present location in the District Administrative Offices.

INFORMATION: Course announcements and policy information.

GREAT RIVERS TEACHER CENTER

HOGAN ADMINISTRATION BUILDING
807 EAST AVENUE SOUTH
LA CROSSE, WISCONSIN 54601

(608) 785-1176

DIRECTOR: Virginia Bell

HOURS: Monday, Tuesday, Wednesday, 8:30-6; Thursday, 8:30-8; Friday, 8:30-4:30.

PROGRAM: Programs are offered both at the center and at schools. In addition to providing teachers with a place to meet and exchange ideas, the center also offers continuing education, curriculum development, and guidance and access to the latest educational research and application.

An important aspect of our teacher center is that many workshops, seminars, and inservice activities are developed and presented by area educators. This is one manner in which local educators become more involved in their own professional development. The "Prepare to Share" mini-grant, Yellow Pages of Resources, and photography projects have generated much interest. Workshops have ranged from broad topics, such as assertiveness training, to those provided for specific clientele, such as nutrition for athletes. Requests for credit courses have been met, and the center has co-sponsored a Glasser (discipline) session, speakers, and a sharing fair. Make-and-take sessions have resulted in an increase of drop-in participants.

EVALUATION: Evaluation forms have been used at the end of each session and at the conclusion of the first year of operation, and we have joined the Syracuse Documentation Program.

RESOURCES: Production rooms contain vacuform (melts plastic sheets), construction paper and supplies, laminating machine, drymounting machine, overhead projector, 16mm projector and screen, slide projector, player-tape recorder that sychronizes with slides, primary typewriter, label maker, button maker, copy machines, library, magazines and resource materials, darkroom and photographic equipment, recycling corner, textbook examination center, nutrition materials display, schoolroom greenhouse.

STAFF: Virginia Bell, director; Cathy Harmeyer, staff consultant; Mary Papenfuss, staff consultant; Janet Hutson, secretary.

SETTING: The La Crosse site is two large rooms and a kitchen in the Hogan Administration Building. La Crosse, the largest city in the area (77,000 in the metropolitan area), is in western Wisconsin on the Mississippi River and Minnesota border.

PARTICIPATION: Some 3500 teachers in six counties from a 60-mile radius are eligible to use the center. This includes public and private, preschool-12 teachers, day-care personnel, administrators, substitutes, retired teachers, teachers of adults, counselors, principals, supervisors, curriculum specialists, media specialists, unemployed and intern teachers. Most participation is on volunteer time. For teachers participating in programming during the school day, the teacher center will pay a school district the cost of substitutes.

FEES AND CREDIT: The policy board has voted to charge a small workshop fee to cover the cost of materials. Any university-sponsored credit course is subject to the fee set by the university.

AFFILIATION: The Cooperative Educational Service Agency #11 is the Great Rivers Teacher Center's fiscal agent. (In Wisconsin, CESA replaces the county superintendent's office and generally serves several counties.)

SUPPORT: US Department of Education (formerly USOE) Teacher Centers Program.

DECISION MAKING: A 48-member policy board is made up of 35 teachers and others representing administration, day care, Viterbo College, Western Wisconsin Technical Institute, and the University of Wisconsin--La Crosse. The purpose of the policy board is to monitor the operation of the center and the availability of services. It does not dictate districtwide standards for inservice content. The policy board has provided general program guidelines within which the center director makes decisions. The CESA #11 director has assumed responsiblity for hiring center staff and has designated the supervision of center staff to the teacher center director. The executive committee of the policy board serves in a consultant capacity.

ORIGIN: Arising from people's need and interest for a teacher center in western Wisconsin, a small group representing several levels of education began to meet in June 1976 for the purpose of establishing a center. This group turned over its leadership responsibility to the College of Education at the University of Wisconsin--La Crosse and the Cooperative Educational Service Agency. The institutions coordinated the development of the center by soliciting teacher representatives from area schools to become part of a study group. In anticipation of federal funding, a grant proposal committee, in collaboration with site, membership, facility, purposes, by-laws, and policy committees, submitted a proposal to the Teacher Centers Program. Funding was approved in fall 1978. Operations were limited until the grand opening on April 2, 1979, in Sparta. The La Crosse site opened in November 1979.

INFORMATION: We have a 24-minute slide/sound production giving general teacher center concept and background information in part one; part two deals with our own Great Rivers Teacher Center.

THE MADISON EXCHANGE

545 WEST DAYTON STREET
MADISON, WISCONSIN 53703

(608) 266-6181

DIRECTOR: Tom Swenson

HOURS: Monday through Friday, 7:45 am-9 pm.

PROGRAM: Based on the assumption that everyone has an idea to exchange, an idea that can help someone else, the Madison Exchange exists to facilitate the continuing professional growth of teachers and administrators employed by the Madison Metropolitan School District. The Exchange provides a place for teachers and administrators to learn and help others to learn; acts as a clearinghouse for educational information; and organizes professional growth activities and groups according to local needs and interests.

The Exchange is a facility--a large, carpeted, open-space area. The Exchange is services and materials--a professional library, preview collection of print and non-print instructional materials, local resource files, plus support staff to assist in locating and using these materials. The Exchange is activities--displays, sharing sessions, conversations, speakers, workshops, seminars, and courses such as teaching gifted and talented students, communication in the classroom, and storytelling. And most importantly, the Exchange is people--Madison educators learning, innovating, teaching, exploring together. Participation in any of the Exchange's services and activities is always voluntary.

EVALUATION: Each inservice activity organized by the Exchange is evaluated by each of the participants on the following items: "did you learn anything worthwhile at this session?. . .do you expect to apply anything from this session to your own professional/personal situation?. . .would you encourage the Exchange to re-offer this session at a later date?. . .what, if any, suggestions do you have for additional sessions?. . ."

RESOURCES: Meeting areas, individual work stations, audiovisual previewing areas and equipment. Professional books and journals, instructional materials (print and non-print), local resources file.

STAFF: Tom Swenson, Exchange coordinator; Maryfaith Fox, education reference librarian; Ron Goral, instructional materials librarian.

SETTING: The Exchange occupies a portion of the district's administration building, which is centrally located within the city of Madison.

PARTICIPATION: Teachers (mostly elementary) from Madison Metropolitan School District participate in inservice activities. Teachers and administrators equally use the professional library; the instructional materials library is used mostly by teachers, but also by curriculum coordinators and principals. Parents, private school teachers, and teachers from neighboring districts occasionally use the Exchange.

The Exchange is used frequently by teachers working on release-time projects during the school year and extended employment projects during the summer. Most of the budget money to support these activities is controlled by the district's instructional directors, but the Exchange also has $5000 for these purposes.

FEES AND CREDIT: All inservice sessions carry local salary schedule credits. Participants in these sessions pay a fee of $.75 per hour. Inservice instructors are paid at the rate of $10 per hour. Occasionally, arrangements are made with local universities for Exchange inservice courses to carry graduate credit.

AFFILIATION AND SUPPORT: The Exchange is funded and operated by the Madison Metropolitan School District.

DECISION MAKING: Staff make programming decisions, supervised by the district assistant superintendent.

ORIGIN: The Madison Exchange originated during the 1972-73 school year, largely through the initiative of a joint planning committee of local teachers and administrators. The committee recognized that if children were to continue receiving the best available opportunities to grow and learn, teachers and administrators also must continue to grow and learn. The planning group also acknowledged the fact that one of the best sources of help for teachers is other teachers. Yet, in a school district such as Madison, with 44 different schools, teachers seldom were able to learn about practices being used by teachers in other buildings. Thus, the Exchange was created to encourage and facilitate local professional growth, particularly through local teachers sharing their classroom ideas.

INFORMATION: A written description of the Exchange's purposes and program and a publicity booklet describing its inservice activities are available on request.

THE TEACHERS' WORKSHOP

EMERSON SCHOOL
2421 EAST JOHNSON STREET
MADISON, WISCONSIN 53704

(608) 241-3585

DIRECTOR: Cathy Caro-Bruce

HOURS: Monday 1-5; Tuesday and Thursday, 2-6; Wednesday, 2-9; first and second Saturday of each month, 9-12.

PROGRAM: The Teachers' Workshop is a unique resource center and learning exchange for Madison area teachers and community members. Workshops, demonstrations, sharing sessions, courses, and discussions are offered each month. Topics such as storytelling, making a solar cooker, photography for preschoolers, advanced first aid, evaluating the classroom environment, building a terrarium, and optics are selected from suggestions made by teachers and community members who request or offer courses.

Staff provide on-site consultation on request in areas such as classroom environment, curriculum planning, math, and problem solving. Staff help teachers identify their own needs, offer technical assistance, and work cooperatively with teachers to help them meet their needs.

The recycling center offers a room full of discards and byproducts from local businesses and industries that teachers can use for developing learning resources. The center has a distinctive exchange system. Users may pay for materials, donate an equivalent amount of recycled goods, volunteer time, or create a display. This system provides flexibility for users, a changing source of materials, and a rich supply of teaching ideas.

The Educational Fair, sponsored for two days each spring, displays successful learning activities developed by preschool through middle-school teachers. Demonstrations of activities for children, as well as presentations of special projects, are scheduled. These activities are collected and distributed at the fair and are compiled into the Educational Fair Book, which covers all curriculum areas and can be used throughout the year.

EVALUATION: Course evaluations are filled out by both participants and consultants upon completion of the sessions.

RESOURCES: Recycle center. Books, posters, and periodicals. Workspace with resource books, patterns, samples for making games, printing sets, optical instruments, flash cards, mobiles, tools, and supplies such as tagboard, markers, and glue. A small store includes varied and inexpensive materials such as wooden marker pieces, stickers, padding compound, slide mounts, beads, plaster mask-making materials. Laminator, punching and binding machine, drymount press, ditto machine, copy machine. Power tools, hand tools, hardware, and triwall. Pictures, patterns, and samples.

STAFF: Cathy Caro-Bruce and Jeanne Vergeront plan program, organize monthly workshop sessions, write newsletter, coordinate membership, consult with teachers, conduct workshops. Heidi Gill, recycling coordinator, arranges pick-ups, organizes recycling room, develops educational materials from recycled goods, coordinates recycling network, and consults with teachers in their classrooms on energy education.

SETTING: Located in four classrooms in Emerson School, an older elementary school on the near east side of Madison.

PARTICIPATION: Teachers (K-12) and administrators from the Madison Metropolitan School District participate on volunteer time. Preschool, private, and parochial (K-12) teachers and administrators from the Madison area and surrounding communities also participate; parents and community are welcome.

FEES AND CREDIT: No required membership fees for Madison district teachers. $1 per hour course fee; $2 for non-members. Professional advancement credit available to Madison Metropolitan School District teachers. For groups and individuals not employed by the Madison Metropolitan School District, memberships of $15 per year for individuals; $12.50 per year per person if the entire staff of a school building joins; and $45 per year for day-care centers or preschools. Membership entitles holder to use the recycling center, receive free consultation, use the library and poster loan, receive free monthly newsletter and Tapestry, admission to the Educational Fair at a discount, participation in scheduled programs at a special rate.

AFFILIATION AND SUPPORT: Madison Metropolitan School District

DECISION MAKING: Teachers, other educators, and community members serve as an advisory group. Most planning and decision making done by staff. Staff are hired by the Employees Services Division of the Madison Metropolitan School District and supervised by the inservice coordinator.

ORIGIN: Cathy Caro Bruce, assisted by another teacher and Tom Swenson from the Madison Exchange (Madison schools inservice program), initiated the center in 1976 with ESEA Title IV-C money. After three years of federal funding, the school district began supporting the program.

INFORMATION: Slide presentation; monthly newsletter; The Educational Fair Book; Tapestry, a journal published twice a year that provides a forum for teachers to explore ideas, express opinions on current issues, and share learning experiences.

TEACHER CREATIVITY CENTER

MILWAUKEE BOARD OF JEWISH EDUCATION
4650 NORTH PORT WASHINGTON ROAD
MILWAUKEE, WISCONSIN 53212

(414) 962-8860

DIRECTOR: Elaine Sanderson

HOURS: Monday and Tuesday, 9-4:30; Wednesday, 9-12:30; Thursday, 12:30-4. Open during the summer by appointment.

PROGRAM: The Teacher Creativity Center is a place for teachers involved in all Jewish schools in the Milwaukee area to come together for brainstorming and creating curriculum materials to go beyond the regular course of study. The center offers individualized assistance in creating materials and schedules special workshops in various areas of the Jewish school curriculum. The center has sponsored workshops for the Jewish holidays and designed curriculum for content areas, classroom management, and meeting specific requests of teachers.

EVALUATION: Needs assessment/evaluation forms are given to participants at the center, asking them what the center can provide that it doesn't, experiences and programs they would rather have, and so forth. We also have input from our executive director.

RESOURCES: Display of prototype materials; library of applicable models for general education and various learning centers; tools, equipment, and scrounge materials for creating games and learning centers.

STAFF: Elaine Sanderson, director; Joan Philosophos, Alice Jacobson, co-administrators; Nina Taus, Ardis Zarem, help produce materials and organize program. All are part-time.

SETTING: The center is located at the Jewish Education and Culture Campus which houses the offices of the Milwaukee Board of Jewish Education, the Jewish community day school, supplementary high school, and an extensive instructional media center.

PARTICIPATION: Primarily, preschool through secondary teachers from all Jewish schools in the Milwaukee area attend on volunteer time. Children also design learning modules or make books. We also have about 50 families attending workshops under a program called "Homestart."

FEES AND CREDIT: Use of the center is free. Users and schools pay for consumable supplies. Professional growth credit is available.

AFFILIATION: Milwaukee Board of Jewish Education.

SUPPORT: Milwaukee Board of Jewish Education and the Milwaukee Jewish Federation provide space. The operating budget is provided under a special grant from the Milwaukee Section of the National Council of Jewish Women and an allocation from the Milwaukee Board of Jewish Education.

DECISION MAKING: All staff are involved in the decision-making process in weekly meetings held each Monday.

ORIGIN: During the 1975-76 school year, the center was organized and staffed on a volunteer basis. Subseqently, a proposal was made to the National Council of Jewish Women that the center be funded as a special project of the Milwaukee Section. In fall 1976, the center opened on a permanent basis as part of the services of the Milwaukee Board of Jewish Education. In September 1977, the center was reorganized as a unit of the Instructional Media Resource Center, with the current administrative structure.

INFORMATION: A Sense of Oneness, a handbook for teaching Jewish community. "The Centers Star," a quarterly publication containing items of interest to teachers. Idea books for each workshop. Workshop bulletins.

WYOMING TEACHERS' CENTER

115 EAST TWENTY SECOND
SUITE 205
CHEYENNE, WYOMING 82001

(307) 638-4609

DIRECTOR: Irene Clarke

HOURS: Monday through Friday, 8-5.

PROGRAM: The Wyoming Teachers' Center serves educators in the whole state, which includes 49 school districts spread over an area of 98,000 square miles. The center trains one teacher center consultant for each school building in the state. The consultants work with teachers in their building as advisors and help to identify and articulate instructional needs and problems. Consultants also share with their colleagues information, strategies, techniques, and so forth, that are of particular interest to teachers. They have access to a resource kit that lists existing resources to meet teacher needs at the building level. The center compiles and interprets needs assessment data from the building level consultants. The resulting report, which has statewide applicability and is used by the center for its work, is also available to the Wyoming State Department of Education and the University of Wyoming for their planning of inservice work in the state.

The center provides workshops, courses, and seminars on a regional basis when there are numbers of teachers who have similar needs, and existing resources are found wanting.

EVALUATION: Teacher center consultants evaluate their training and the assistance received from the center. Participants in workshops, courses, and seminars are asked to evaluate center activities.

RESOURCES: We have no space or materials of our own, but have access to space in local districts, as need arises. We also have access to materials from several sources.

STAFF: Irene Clarke, full-time director; secretarial assistance provided by Goshen County School District, our fiscal agent, and the Wyoming Education Association.

SETTING: The office is located in Cheyenne, the capital city located in the southeast corner of Wyoming.

PARTICIPATION: The center serves educators in all 23 counties of Wyoming.

FEES AND CREDIT: No fees unless courses are taken for University of Wyoming credit. Inservice credit from the state department of education is available.

AFFILIATION AND SUPPORT: The center is funded by the US Department of Education (formerly USOE) Teacher Centers Program. Goshen County School District in Torrington is the fiscal agent.

DECISION MAKING: The center is governed by a 13-member policy board, nine of whom are classroom teachers from different regions in the state. There are three representatives from the fiscal agent--two teachers and one administrator; one administrator who represents the private schools; a representative from the only institute of higher education in the state, the University of Wyoming; and an ex offico representative from the state department of education. The board approves the policies and programs of the center.

ORIGIN: The Wyoming Education Association spearheaded the efforts to obtain funding for a statewide center. The Association worked with Mid-Continent Regional Educational Laboratory, the State Department of Education, and the University of Wyoming in writing the grant proposal. The center opened in fall 1981.

INFORMATION: Newsletter published twice a year. News of center activities is published in the State Department of Education's "Educator," The Wyoming Education Association newspaper, "WEA News," and the University of Wyoming, College of Education's "Roundup."

THE TEACHERAGE

DOVERCOURT CENTRE
EDMONTON PUBLIC SCHOOLS
13910 122 AVENUE
EDMONTON, ALBERTA T5L 2W3
CANADA

(403) 452-0790

DIRECTOR: Joy Finlay

HOURS: Monday and Tuesday, 8:30 am-9 pm; Wednesday through Friday, 8:30-4:30; other times for scheduled sessions. Closed during school holidays.

PROGRAM: The object of the centre is to assist teachers with professional development by providing space, resources, and personnel. A variety of activities, displays, and workshops are planned to facilitate teachers learning and sharing. Workshops include Halloween party ideas, animals in the classroom, no workbooks--a brief overview of thematic planning using children's interests as a vehicle to teaching language arts skills, triwall workshop, and microcomputers. The centre also sponsors coffee parties to allow teachers to meet their consultants and superintendents in an informal setting. An idea bank, a themes resource file, teaching processes file, numerous educational periodicals, and curriculum and publishers materials provide for reference, exchange, and extension of ideas among teachers. An informal meeting room, well equipped workroom, and a display room provide space for meetings, workshops, professional development days, and a special project for teachers on student observation.

EVALUATION: Informal. Through the efforts of the coordinator and the teachers on the steering committee, needs and interests are discussed with teachers and staff in the schools. Each elementary school designates one teacher as their representative and communication link to the Teacherage.

RESOURCES: Photocopy machines, film and laminating equipment, materials for constructing learning aids, triwall construction materials and tools, overhead projectors, commercial learning materials, a small professional library, curriculum reference books, magazines, tables and work space, coffee supplies.

STAFF: Joy Finlay, half-time coordinator; Mary Biddle, part-time secretary; Barbara Fischer, part-time teacher's aide.

SETTING: The Teacherage operates in four rooms (meeting and social room, workroom, display room, office) located in the northeast wing of Dovercourt Elementary School. It is close to main traffic arteries and a large shopping centre in the northwest quarter of metropolitan Edmonton (population 500,000). A second location, called the South Side Centre, has been designated for Hazeldean Elementary School. At the present time, it operates with no budget and serves as a workshop and meeting place only.

PARTICIPATION: The Teacherage is an Edmonton Public Schools' facility serving mainly elementary teachers. Teachers from surrounding school districts and student teachers are welcome to attend workshops and use workroom materials at cost. Release time is presently provided for 12 teachers who are on the steering committee. The student observation project has a separate funding base for release time.

FEES AND CREDIT: There is no charge for the services of the centre. Credit courses are not offered.

AFFILIATION AND SUPPORT: Edmonton Public Schools.

DECISION MAKING: The Teacherage has a steering committee of 12 teachers, each serving voluntarily for a two-year term. Sub-committees arrange publicity, programs, and displays. The steering committee considers and advises on the operation of the centre, within the contraints of budget set by central office personnel. Edmonton School Board is responsible for hiring staff. The coordinators role is to supervise the operation of the centre.

DISTRICT SERVICES AND TEACHER CENTRE

1000 AUSTIN AVENUE
COQUITLAM, BRITISH COLUMBIA V3K 3P1
CANADA

(604) 936-0491

DIRECTOR: Ian MacSween

HOURS: Monday through Friday, 8-5; arrangements may be made for after hours workshops or for use on weekends and holidays.

PROGRAM: The District Services and Teacher Centre provides a comprehensive support service to the teachers of School District #43 (Coquitlam). The main thrust of the centre is to encourage and facilitate ongoing staff development through diversified support services.

The centre offers in-house professional expertise in several areas. Other school district professional staff who work out of the school board offices are equally accessible to teachers as they use the teacher centre as the focal point for their staff development programs. The personal assistance feature of the centre is complemented and supplemented by a large resource base in the form of equipment, print material, audiovisual software and specialized materials to support specific programs.

Recent trends and innovations in teaching practices and curriculum development and implementation are the most frequently recurring themes of staff development at the centre. However, these major themes in no way detract from the popularity or the importance of the many other workshops that give the centre its reputation of responding to the immediate needs of teachers in this school district.

EVALUATION: A formal needs assessment survey was conducted recently. This was followed by a questionnaire on the use of and degree of satisfaction with district services and facilities at the centre. The supervisor and all other professional personnel working out of the teacher centre are evaluated regularly by the superintendent of schools or his staff.

RESOURCES: Large professional library and audiovisual library; audiovisual hardware loans and technical services; locally developed materials collection; specialized print and manipulative material for learning assistance and gifted programs; fine arts and outdoor education equipment; intermediate science supplies; French language library; library processing area; travelling fiction collection; copy equipment, laminators, drymount press, and so forth. Two rooms for workshops, meetings, conferences. Audiovisual workroom with darkroom, dubbing facilities, and a variety of other equipment to assist teachers in preparing lesson aids.

STAFF: Ian MacSween, supervisor; Ed Albrecht, librarian; Janet Brine, French; Al Byers, physical education; Peter Kosonen, learning assistance; Linda Lewis, gifted and talented; Rod MacVicar, outdoor education; Hedy Pothorn, fine arts.

SETTING: The teacher centre is housed in a renovated two story school building on the western side of School District #43. The district is made up of the Municipality of Coquitlam, the cities of Port Coquitlam and Port Moody, and the village of Belcarra. The centre is strategically located as most teachers must pass nearby in commuting to and from their schools. No school in the district is more than 20 minutes from the centre.

PARTICIPATION: The services of the centre are available to all District #43 teachers. The most active participants are teachers in the primary and intermediate grades. Most activities at the centre are generated by district staff but an increasing amount of activity is being generated by local chapters of provincial specialist associations. Simon Fraser University uses the centre for workshops with student teachers who are undergoing student teaching experiences in local schools. Release time is available.

FEES AND CREDIT: No fees for workshops conducted by district staff. Registration fees vary for sessions conducted by specialists from outside the district. In most cases, the school board pays an honorarium and no fee is charged. Course credit and fees are set by the sponsoring university for university courses taught at the centre.

AFFILIATION AND SUPPORT: School District #43 (Coquitlam).

DECISION MAKING: Operational decisions are made by the supervisor who carries out his responsibilities in accordance with the schools act, and regulations, and board policy. The supervisor reports directly to the superintendent of schools.

ORIGIN: The superintendent of schools and his assistants perceived a need to centralize several support services located throughout the district. The district was also aware of the potential of establishing a teacher's centre. Committees examined the possibilities and alternatives for some time prior to decisions being made. When a building became available, the opportunity presented itself to expand upon the traditional concept of a teacher's centre. The result was the establishment of a unified service package--one that brings material and people resources together in one place with a view to providing an effective setting for staff development. The District Services and Teacher Centre opened January 3, 1978.

INFORMATION: Flier; bulletins.

VANCOUVER TEACHER CENTRE

123 EAST 6th AVENUE
VANCOUVER, BRITISH COLUMBIA V5T 1J6
CANADA

(604) 872-2631

DIRECTOR: Lloyd MacDonald

HOURS: Monday through Thursday, 8:30 am-9:30 pm; Friday, 8:30-5.

PROGRAM: The purpose of the Vancouver Teacher Centre is to provide space for workshops, committee meetings, professional seminars, conferences, library research, and program development. The centre provides teachers and administrators with opportunities to explore curriculum changes and ways of implementing new methods of teaching, and to exchange ideas and experiences. Work nights offer a wide range of hands-on activities in particular curriculum areas or themes, such as field studies, theatre, health, math, and science. Workshops, usually held after school at the centre, are planned in areas that include business education, computer education, music, industrial education, modern languages, and special education. Centre consultative staff are available to work with individual schools on request. The centre assists teachers in planning and organizing school-based, inservice activities for their non-instructional days (days on which children do not attend school, but teachers do).

The centre is also open for drop-in use, for teachers to browse through the professional library, examine instructional development kits, make things for their classroom, or just meet and relax in the lounge.

An Innovation Fund is available to provide "seed money" to assist teachers in initiating new teaching/learning activities in their schools. Funds are provided for materials, supplies, and in some cases, rentals required to implement the proposed innovation. Funds are also available to allow teachers and administrators to attend conferences and workshops that involve expense.

EVALUATION: Workshops are evaluated individually.

RESOURCES: Professional library; instructional materials centre; laminating; making overheads; photocopying; bookbinding; workshop (crafts) area; meeting rooms; lounge, audiovisual hardware and software.

STAFF: Director, Lloyd MacDonald; manager, Stuart Corsan; library technician, Linda Dunbar; receptionist, Wendy Everett.

SETTING: The center is housed in a refurbished elementary school, closed because of declining enrollment.

PARTICIPATION: K-12 teachers, administrators, volunteers, and community people participate on their own time. There are four non-instructional days each year (students are not in attendance, but teachers are) on which teachers can participate in inservice activities.

FEES AND CREDIT: None.

AFFILIATION AND SUPPORT: Vancouver School Board.

DECISION MAKING: Teacher centre steering committee made up of representatives of the five associations (elementary teachers, secondary teachers, elementary administrators, secondary administrators, and supervisors of instruction). The assistant superintendent for curriculum and professional development services is responsible for the overall program of the center.

ORIGIN: The initiative for the centre came from the director of instruction who thought the vacant elementary school should be used in a creative way rather than sold. After some study it was decided to start a centre as a way of centralizing and expanding the professional development activities in the district. The centre opened in 1971

INFORMATION: Professional Development Activities and Services book et.

ST. BONIFACE
TEACHER CENTRE PEDAGOGIQUE

50 MONTEREY ROAD
ST. BONIFACE, MANITOBA R2J 1X1
CANADA

(204) 257-3576; 253-2681

DIRECTOR: Jean-Yves Rochon

HOURS: Monday through Friday, 8:30-6; weekends and evenings by arrangement. Open all year.

PROGRAM: The centre's objective is to provide a focus and some resources for the improvement of instruction by: (1) Providing inservice programs on various themes and emphasizing the improvement of teaching methods; (2) Sponsoring major conferences at the centre and providing funds for teachers to attend conferences and workshops sponsored outside the school division; (3) Circulating a collection of professional materials; (4) Providing public relations through teacher centre activities.

Centre activities include meetings of school staffs, principals, educational groups, division (teachers) association and administrativ council; workshops, courses, conferences, displays of publishers' materials and classroom projects; browsing and socializing.

EVALUATION: Each workshop is evaluated. Overall evaluation by questionnaires.

RESOURCES: Lounge area, workroom, large meeting room that can be divided into two separate areas, enclosed classroom area, and central display area. Equipment available for workshops and inservice sessions includes 16mm projector, slide projector, overhead projector, reel-to-reel tape recorder, cassette tape recorder, record player, screens, videotape unit, laminator, offset press, Kodak machine, typewriter, triwall cardboard carpentry tools, filmstrip maker, 35mm camera. Also available to teachers on a loan basis are teaching aids, such as kits, 16mm films, sheet music, samples of new textbooks from publishers, professional kits and periodicals.

STAFF: Jean-Yves Rochon, half-time director· Claudette Hall, full-time secretary.

SETTING: The centre occupies two offices and four adjoining rooms located in William Russell Educational Centre in St. Boniface, a suburb of Winnipeg, in the province of Manitoba.

PARTICIPATION: K-12 teachers from St. Boniface School Division attend on school time and volunteer time. Others welcome. Budget allocation for release time allows teachers to attend workshops during school hours.

AFFILIATION AND SUPPORT: St. Boniface School Division.

DECISION MAKING: Steering committee of seven educators representing elementary and secondary teachers, principals, French schools, teachers' association, and the school board. The steering committee meets twice monthly and is responsible for budget, policies, and major projects of the teacher centre. An advisory committee is made up of one representative from each school staff, a representative from the teachers' association, the superintendent or delegate, and the centre director. The advisory committee, which meets monthly, advises the steering committee and centre of teacher needs in areas such as inservice, materials, and projects.

ORIGIN: In 1975 a proposal for a teacher centre was prepared by a committee of teachers following up a suggestion by the superintendent. The proposal was accepted by the teachers' association and the school board. After the Manitoba Department of Education turned down the proposal, the school board agreed to finance the project.

INFORMATION: Newsletters and brochures.

ST. JAMES-ASSINIBOIA TEACHER
CENTRE

150 MORAY STREET
WINNIPEG, MANITOBA R3J 3A2
CANADA

(204) 885-5662

DIRECTOR: Peter L. Mingo

HOURS: Monday through Friday, 8:30-4:30; open until 10 for evening workshops. Closed July and August.

PROGRAM: The purposes of the teacher centre are to provide ongoing professional development programs for the teachers of the St. James-Assiniboia School Division (approximately 850 teaching staff). Activities include inservice meetings, conferences, workshops, and any other type of professional development. These programs take place during the day, after school, and in the evening, depending on the nature of the activity or of the audience. It is the purpose of centre staff to keep abreast of changes in the curriculum in order to provide inservice programs to assist teachers in coping with these changes. To a lesser extent, the centre is also involved with curriculum development.

EVALUATION: Each workshop is evaluated by participants. An annual report of activities (including number of participants) is submitted to the school board, which is responsible for total funding of the centre.

RESOURCES: Small professional library; resource materials files; materials for make-and-take activities; numerous rooms for workshops or meetings of teacher groups.

STAFF: Full-time coordinator, Peter Mingo; half-time secretary, Myrna MacGregor.

SETTING: We occupy four rooms plus an auditorium of a small former elementary school; the other four rooms are the media centre. We service a suburban area of Winnipeg and are centrally located in the area. The centre is easily accessible to teachers, as many of them also live in or are very close to the area.

PARTICIPATION: The majority of participants are K-9 teachers, especially K-6. Teacher participation is approximately half on volunteer and half on release time. High school involvement is not as great, although some of our new credit programs are beginning to attract secondary teachers. Principals and vice-principals use the center to a certain extent. All activities are open to teachers in other divisions (school districts). No public use.

FEES AND CREDIT: Usually no fees, except for major conferences.

AFFILIATION: St. James-Assiniboia School Division.

SUPPORT: The school board provides total funding except for a $1200 grant provided by the local teachers' professional organization.

DECISION MAKING: We have a steering committee of six teachers; one teacher centre coordinator; one superintendent's representative; one school board member. All major decisions are made by the steering committee, which also is responsibile for reviewing the coordinator's position each year and recommending a continuation of that position. The coordinator also reports to the superintendent's department.

ORIGIN: In 1974, the superintendent of the school division visited a teacher centre in England. He became very enthusiastic about the concept and upon his return planted the idea with the professional development committee of the local teachers' association. A proposal was submitted by this committee to the school board, which accepted the concept, provided space in a school, and a year later provided for a half-time coordinator, which was increased to a full-time coordinator in 1979.

INFORMATION: Brochure; newsletter every two months.

ST. VITAL TEACHERS' CENTRE

770 ST. MARY'S ROAD
WINNEPEG, MANITOBA R2M 0H9
CANADA

(204) 247-4933

Mailing Address:
194 BRAEMAR AVENUE
WINNEPEG, MANITOBA R2H 2K9
CANADA

CONTACT: Rosanne Wasylyniuk

HOURS: Monday through Friday, 9-5.

PROGRAM: The primary functions of the centre have been to provide a meeting place for committees and for professional development workshops. This year the Professional Development Committee decided that a steering committee was needed to establish future directions and goals. Our workshops have been a balance between programs to improve classroom instruction and programs for the personal growth and development of teaching staff. Programs include school visitations, calligraphy, tax tips for teachers, reducing stress with meditation and relaxation training, movement to music, shooting, song writing, cross country skiing, art for the classroom teachers, and alcohol and drug education.

EVALUATION: Informal evaluation of individual program by those in attendance.

RESOURCES: We have a one-classroom space that individual teachers or groups of teachers may book on a first-come basis. There are no materials, but coffee is supplied. We also have a small professional library.

STAFF: There is no paid staff. All work is done on a volunteer basis by teachers' representatives to the Professional Development Committee.

SETTING: One classroom in a suburban high school in Winnepeg, which has a population of 750,000. Other space is available on a loan basis outside of school hours for programs that take place outside of the centre.

PARTICIPATION: K-12 public school teachers and administrators participate mostly after school hours. Release time is easily arranged with the division paying substitute costs.

FEES AND CREDIT: Free or very low fees. Fees generally have been to defray costs of supplies for individual workshops. To date, courses have not offered credit, but credit classes in affiliation with the local universities are a possibility for the future.

AFFILIATION AND SUPPORT:	St. Vital School District. Some expenses are paid by the Professional Organization with teachers' fees.
DECISION MAKING:	Decisions are made by the Professional Development Committee, which is made up of teacher and administrator representatives. Future decisions will be made by a steering committee which is currently being formed.
ORIGIN:	The centre was started by interested teachers and administrators in 1979.

ST. MARY'S TEACHERS' CENTRE

280 BROCK STREET
KINGSTON, ONTARIO K7L 1S4
CANADA

(613) 542-1587

DIRECTOR: Mary Ann Miller

HOURS: Tuesday and Thursday, 9-5; Wednesday, 12:30-8:30. Open two days a week during the summer.

PROGRAM: The coordinator of the teacher centre and the resource staff located in the same building work closely with individual teachers requesting assistance. Use of the centre is always voluntary. Teachers come after school to use the curriculum library or the make-and-take room to laminate, make games, and so forth. The workshops that are held at the centre evolve from teachers' needs. Workshops include a variety of topics from reading presented by a professor from the local university to pillow making by a skilled craftsman. The centre coordinates unit groups--teachers wishing to work together on a specific topic for use in the classroom.

A monthly newsletter is prepared to keep the teachers up to date on happenings at the centre. Three or four times a year an activity newsletter is prepared, which is filled with seasonal ideas, games, learning centres, and so forth.

EVALUATION: Teachers are asked to answer two questions when they use the centre: (1) What do you like about the centre? and (2) How can we improve the centre to meet your needs?

RESOURCES: Curriculum library, laminating machine, arts and crafts materials (large amount acquired from local manufacturers).

STAFF: Mary Ann Miller, coordinator.

SETTING: Two classrooms and a gym located downtown in Kingston at St. Mary's School, which is now closed due to decreased enrollment.

PARTICIPATION: Primarily K-6 teachers. Due to budget cuts, release time is not available. Teachers use the centre by phone and after school. The centre also serves the Separate City (Roman Catholic) and adjoining township schools. Student teachers from Queen's University are also encouraged to use the centre.

FEES AND CREDIT: Inservice activities sponsored by the centre are entirely voluntary and carry no credit for salary advancement. No fees.

AFFILIATION AND SUPPORT: Frontenac, Addington, and Lennox Roman Catholic Separate School Board.

DECISION MAKING: Our advisory committee consists of teachers, a principal representative, superintendent of schools, and the centre coordinator. This committee approves budget expenditures, and works with the coordinator to establish teacher centre programs.

ORIGIN: The director of the schools received approval from the board to establish a teacher centre in September 1979.

TEACHER CENTRE

KANE SENIOR PUBLIC SCHOOL
300 KANE AVENUE
TORONTO, ONTARIO M6M 3P1
CANADA

(416) 653-2350

DIRECTOR: Robin Rigby

HOURS: Monday through Friday, 8:30-5, or later (up to 11).

PROGRAM: The purpose of the Teacher Centre is to respond to teachers' own definitions of their continuing learning needs; to provide an environment where teachers can come to work on materials or projects for their classrooms; to provide inservice training for the implementation of new programs; to provide in-depth professional development; and to provide a space to display materials that can be of use to teachers in the classroom.

Workshops, seminars, and meetings are organized in response to teacher requests made verbally to centre staff or through the needs assessment survey. Most requests are directed to the appropriate curriculum consultant, who then designs a workshop (such as senior school art, senior school music, French curriculum mythology) to meet the teachers' needs. Outside specialists also are used.

The Teacher Enrichment Program allows four teachers a year (two each term) to be released from their classrooms for two and a half months to be based at the Teacher Centre, where they are free to attend conferences and workshops, visit classrooms in the city, and teach classes at a different level. A highly successful, intensive form of professional development, the program gives secondary teachers a chance to see what is happening in elementary schools, and vice versa.

The centre also sponsors a "secondment," whereby a teacher transfers into one of the two schools associated with the Teacher Centre for a full year, and maintains the responsibility of a class. The teacher is allotted one-half day per week for the entire year as release time for visits to other classrooms, conferences, or workshops. At the end of the year, the teacher returns to his or her original school.

The Teacher Centre is also a practical training ground for student teachers from the Faculty of Education at the University of Toronto.

EVALUATION: Three formal evaluation forms are used, one to teachers, one to consultative staff, and one to principals and vice-principals.

RESOURCES: One lounge for informal get-togethers; one display/work room; three seminar rooms; one large-meeting or seminar room (can seat 10); large materials preparation room; and a darkroom. AV equipment including videotape recorder and receivers; graphics equipment including typesetting machine; xerox and printing facilities; three laminating machines; button-maker; photographic equipment and developing facilities.

STAFF: Robin Rigby, director and consulting teacher; Christine Gliddon, assistant (works half days as secretarial assistant); Bev Gray, technician; Wynn Kennedy, receptionist. There is usually one student-technician from a nearby community college.

SETTING: Modern, converted, open-area classrooms in a relatively new senior public school in the centre of the Borough of York, which is part of Toronto. Across the parking lot is a K-6 school, which is also part of the Teacher Centre and houses storage rooms used by many of the curriculum consultants.

PARTICIPATION: The majority of participants are K-8 teachers, with 9-13 teachers less frequent participants. Administrators, parent groups, such as Block Parents, Boy Scouts, and public forums to meet with administration and trustees also meet at the centre, as well as parent leadership programs. Students occasionally use the centre for communication labs and drama workshops. Some money is set aside each year in the elementary and secondary school professional development budgets (approximately $2000 per year for each panel) for release time. This covers substitute teachers. Beyond this, most activities take place at the end of the school day.

FEES AND CREDIT: None.

AFFILIATION AND SUPPORT: Board of Education for the Borough of York.

DECISION MAKING: The program advisory committee includes two elected trustees, one supervisory officer/superintendent, one principal, the Teacher Centre director, three federation representatives, one consultative staff representative, and five teachers, one each representing K-3, 4-6, 7-8, 9-10, and 11-13. Centre director makes programming decisions with advice from the committee. The director is hired and directly responsible to the Borough superintendent of education.

ORIGIN: The centre developed from the interest of two superintendents who had been studying the development of teacher centres in England and the United States over the past several years. With a decline in enrollments, classroom space was available, and the centre was seen as an opportunity to rejuvenate the system from within at a time when no new teachers were being hired. The centre opened in September 1978.

INFORMATION: Monthly calendar.

WINDSOR SEPARATE SCHOOL BOARD
TEACHER CENTRE
1485 JANETTE AVENUE
WINDSOR, ONTARIO N8X 1Z2
CANADA

(519) 253-2481

DIRECTOR: Nancy E. Murray

HOURS: Monday, Tuesday, Thursday, 8:30-6; Wednesday, 8:30 am-9 pm; Friday, 8:30-4:30; Saturday, 10-1. Open all year.

PROGRAM: The aims of the centre are to (1) provide the teachers of the Windsor Separate School Board with a place where they can relax, interact with other teachers and professional staff, get ideas, and make materials for use in their classrooms; (2) provide inservice training for teachers, administrators, and support staff; (3) provide an examination centre for new learning materials, demonstrate model teaching techniques, and display examples of work done by creative teachers in the school system; (4) provide resource staff for curriculum development as needed. A new mini-lab of microcomputers and a library of computer programs is available to local teachers and parent groups.

The teacher centre offers a varied program of seminars, conferences, university courses, workshops, clinics, and informal discussion sessions for teachers in the system. Teachers can borrow professional books, films, new children's books, videotapes and other media; they can make learning materials, examine new curriculum materials, models, ideas. They can meet with specialists individually or in groups to design lessons or solve problems. Resource people in language arts, math, French, and science hold meetings at the centre or go to schools and classrooms to demonstrate, co-teach, organize staff workshops, or lend materials as needed.

The basic philosophy of the centre is to be helpful--"You give us the time, and we'll give you everything else." Teachers can bring their own children along to play in the toy centre while they attend professional activities.

EVALUATION: A committee of teachers serves as an advisory group. Regular surveys are conducted to determine areas of interest for inservice programs. All courses are evaluated with a view towards the need to schedule another similar one or to modify its content. Evaluation is ongoing and formal for courses and major workshops.

RESOURCES: The library area houses a professional and children's book collection of 10,000 volumes, study prints, themes file, and media kits, as well as seating for about 25 people in a relaxed atmosphere. A toy box and jungle gym are available for the children of visitors. A large work room contains the production equipment, including xerox copier, two automatic laminators, copy stand camera (makes slides from pictures or slide reprints), printing machines, thermofax, ditto, bookbinding machines, woodworking tools, sign making. The film library, videotape library, and multimedia kit collection are each housed in separate rooms. There are two meeting rooms (one for meetings of up to 40, one for up to 12), four offices and an amphitheatre for 200 teachers. There is a fully equipped darkroom, which houses our slide duplicator, photo modifier, black and white enlarger, and processing equipment. The audiovisual repair shop and offset printing shop are in separate rooms in the basement. The display of new learning materials is purchased and kept for three years, one third being added and deleted annually. This enables large schools to acquire desirable materials in year one and smaller schools to obtain the materials in up to three years.

STAFF: Nancy Murray, head consultant; John (Bud) LaBranche, audiovisual consultant; Patricia McManus, library consultant; John Moore, resource technician; Patrick Robinet, audiovisual technician; Jeannette Homick, supervisor of clerical staff; Pat Armaly and Patty Marvelli, secretaries; Donna Beneteau and Evelyn Trudell, film clerks. Linda Lesperance, printshop; Jim Bradd, courier. All staff are full time.

SETTING: The teacher centre and administration building of the Windsor Separate School Board are located in the heart of the city of Windsor, Ontario, across the river from Detroit.

PARTICIPATION: K-13 teachers from the Windsor Separate School Board and area clergy use the teacher centre for religion materials, and other civic agencies have courtesy cards which enable them to use the equipment and to borrow selected materials. Teachers from other area boards--Windsor and Essex County--are invited to special workshops and courses. Nearly all participants attend on their own time.

FEES AND CREDIT: Registration fees ($1-2) are charged for some workshops and activities. Teachers are not charged for consumable materials, if they are making materials for their classrooms. The teacher centre offers university credit courses (at regular fees) in cooperation with the University of Windsor. Departmental (inservice) credit is also available.

AFFILIATION AND SUPPORT: Windsor Roman Catholic Separate School Board.

DECISION MAKING: Windsor Roman Catholic Separate School Board. A committee of teachers serves as an advisory group.

ORIGIN: The teacher centre grew out of the Curriculum Materials Department and was officially added as a special unit when the school board built a central administration building in 1969.

INFORMATION: "IT" (Innovative Teaching) newsletter; brochures and monthly calendar